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ABSTRACT

Approximately 120 published pre-school and Kindergarten tests (including over 630 subtests with separately normed scores) were evaluated through the MEAN test evaluation procedure which reflects four main areas of concern: measurement validity, examinee appropriateness, administrative usability, and normed technical excellence. Evaluation results are presented in tabular form and are indexed by the educational objective to which they are keyed, and by test name. An index of publishers and distributers of available Preschool and Kindergarten tests is also included. (MS)

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Ralph Hoepfne
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CSE-ECRC PRESCHOOL/KINDERGARTEN TEST EVALUATIONS

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1971

A product of the School Evaluation Project, Center for the Study of Evaluation, and the Early Childhood Research Center

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CENTER FOR THE STUDY OF EVALUATION

EARLY CHILDHOOD RESEARCH CENTER

UCLA Graduate School of Education

The CENTER FOR THE STUDY OF EVALUATION is one of eight university-based centers for educational research and development sponsored by the United States Office of Education, Department of Health, Education and Welfare. The EARLY CHILDHOOD RESEARCH CENTER is one of five university-based centers funded by the Office of Economic Opportunity for research with young disadvantaged children. The research and development reported herein was performed pursuant to contracts with the Office of Education under provisions of the Cooperative Research Act, and the Office of Economic Opportunity, and does not necessarily reflect the views of those agencies. This publication is not printed at the expense of the Federal Government.

FOREWORD

The Center for the Study of Evaluation (CSE) is pleased to join with the Early Childhood Research Center (ECRC) in publishing the *CSE-ECRC Preschool/Kindergarten Test Evaluations.* This book represents the second in a series of test evaluation compendia which began with the publication of the *CSE Elementary School Test Evaluations** in 1970. Both books are products of CSE's School Evaluation Project which is directed by Ralph Hoepfner.

Dr. Hoepfner and his colleagues became concerned with test evaluation as they grappled with the problem of selecting instruments to be used in needs assessment evaluations. While the original intention was not to engage in an extensive assessment of published tests, the pressing need for a reliable guide to such materials was painfully apparent. However, before embarking on the formidable task of evaluating hundreds of tests, many of which had achieved a sanctified status over years of unquestioned use, an objective set of criteria had to be developed. The MEAN procedure, described in detail in the introduction to this volume, provides a simple and systematic approach to test evaluation. It offers reviewers, selectors, and users of tests the following five advantages:

1. *Conciseness*, by furnishing an easy-to-use reference to aid in test selection;
2. *Currency*, by bringing together in one reference all the tests which were available from publishers at the time this volume went to press;
3. *Educational relevance*, by relating individual subtests to specific educational goals and objectives as expressed by both specialists and teachers;
4. *Objectivity*, by utilizing the explicit MEAN criteria and purchasing all test materials;
5. *Consistency*, by evaluating all tests against a single set of criteria.

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By presenting a clearer picture of what a particular test actually measures, as compared to what its title or creator says it measures, this book provides the potential test user with a basis for selecting the most appropriate instrument for a specific measurement objective, within the normal school context.

It is quite likely that the ratings reported here will be extremely disappointing to those who expect a list of ready-made tests to answer all of their evaluation questions. Unfortunately, the state of the art cannot yet offer any panaceas. However, balancing the rather dismal picture presented by the bulk of the published tests, it should be noted that there is tremendous ferment in the field of assessment of young children. Many measurement specialists, supported by large grants from public and private sources, are energetically engaged in the development of more precise tools to assess the outcomes of various types of intervention programs. Hopefully this book will be useful not only to the directors, principals, and counselors concerned with young children, but also will assist our research colleagues and test publishers by identifying the large number of important areas where no adequate instrumentation exists, and by providing specific criteria for constructing better and more useful assessment measures.

Richard Seligman, Acting Director**
Center for the Study of Evaluation

Carolyn Stern, Director
Early Childhood Research Center

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*CSE Elementary School Test Evaluations. Edited by Ralph Hoepfner, assisted by Guy Strickland, Gretchen Stangel, Patrice Jansen, and Marianne Patalino Center for the Study of Evaluation, UCLA Graduate School of Education, Los Angeles, California.

**Marvin C. Alkin, the director of CSE was on leave during the production of this book.

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This book contains a compendium of tests, keyed to educational objectives of early education, and evaluated by measurement experts and educators for such characteristics as meaningfulness, examinee appropriateness, administrative usability, and quality of standardization. The "periodic table" of tests and objectives is designed for use by school principals and directors who do not necessarily have technical expertise in educational measurement and evaluation, yet its rigorous treatment will make it of interest to educational evaluators and psychometricians.

ACCOUNTABILITY IN EARLY CHILDHOOD EDUCATION

During the decade of the sixties, an unprecedented and widespread concern with the growth and development of disadvantaged preschool children culminated in the crystallization of two divergent approaches to the education of young children. The pioneering work of Froebel, Pestalozzi, and Dewey had led to the rejection of the homunculus concept of the young child, and the beginning of the twentieth century saw the development of the nursery school. Here the emphasis was on providing a nurturing environment which would facilitate the fullest emergence of the inherent nature of each child. Instead of a rigorous curriculum of structured rote learning modeled on that of older children, these programs usually stressed socialization, large muscle activities, and creative self-expression through a variety of art media. For over thirty years the nursery school settings met the needs of their middle-class patrons, while at the same time a parallel system of institutionalized day-care was provided for the protected custody of children from broken homes or those from poor, over-burdened, incompetent, or otherwise disadvantaged families.

In the late fifties, these disparate provisions for young children came under attack from two unrelated sources. The degree to which the American educational system lagged behind that of the Russians, especially in the areas of science and mathematics, led many middle-class parents to protest at the inadequate academic diet provided in the early years of schooling. Quite ironically, many middle-class parents were attracted by the didactic, content-oriented programs developed by Maria Montessori for disadvantaged young Italian children. The subsequent establishment of American Montessori preschools presented the first major departure from the almost solidly child-development approach which had characterized the early nursery school movement.

At about the same time, the consistently low levels of academic performance of children from poor homes came under political and educational criticism. A number of investigators explored the effects of experimental interventions modeled after the prevalent nursery schools, with special focus on providing various types of "enrichment" experiences, such as trips to zoos, museums, airports, etc. Although the children in the compensatory preschools compared

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e, the consistently low levels of academic om poor homes came under political and mber of investigators explored the effects ons modeled after the prevalent nursery on providing various types of "enrich-s trips to zoos, museums, airports, etc. the compensatory preschools compared favorably with peers from the same type of economic environment, when they entered elementary school they were still far below their middle-class counterparts.

To many concerned with the educational problems of young children from poor families, it seemed quite clear that these children needed a curriculum which would place greater stress on the acquisition of preacademic skills. At the University of Illinois, Bereiter and Engelmann reported dramatic success using a highly-structured verbal bombardment technique to present an academic program. Other researchers had explored different types of cognitively-oriented approaches. McCandless, Hodges & Spicker at Indiana University, Sprigle in Florida, Stern & Keislar at UCLA and Weikart in Ypsilanti, are but a few of the investigators who were engaged in the development of academically-oriented curricula before Project Head Start, the most revolutionary educational enterprise since the advent of the public school, burst into national prominence in the summer of 1965.

Having caught the imagination of all segments of the population, the program was over-subscribed from its inception, with the number of children enrolled far greater than the most optimistic enthusiasts had anticipated. Even before the end of the summer, the overwhelming demand for a continuation of Head Start as a full-year program was politically irresistible.

Through default or design, administrative and curricular decisions were delegated to local Head Start agencies, permitting a tremendous amount of variation within broad general guidelines. Highly-structured academic, child-centered developmental, laissez-faire baby-sitting, and all the gradations between, went under the rubric of "Head Start." In spite of the wide range of permissible orientations, the legislation authorizing the federal appropriations included a requirement for evaluation of program effectiveness. The press for performance criteria may be attributed to Senator Robert Kennedy, who, while disclaiming any expertise in either education or measurement, demanded that an evaluation component be built into every federally-funded educational program. While this position found few ardent supporters among educators, government economists made it quite clear that continued funding would be dependent upon the demonstration of "cost-benefits" in terms of measurable increments in I.Q. points or gains on standard

achievement tests. This expectation was doubly bizarre. In the first place, although grade level norms and subject achievement tests have been customary in the elementary and high schools, never before had the universal, American institution of free public education been faced with the necessity of meeting performance criteria in order to be eligible for funding. Furthermore, the entire notion of achievement testing for young children was vigorously opposed by almost all early childhood experts, especially since the only available measures were inadequate and inappropriate for this population. Of even greater concern, however, was the fact that these tests assessed the acquisition of specific knowledge or skills and did not cover what were considered the most important behaviors in the area of affective and emotional development.

This early application of the doctrine of accountability, which is now permeating the entire system of public education, prevailed, and stalwart attempts were made to cope with the reality situation. To meet the requirement for evaluation of the summer program, in the spring of 1965 Bettye Caldwell had been assigned the task of developing a measure capable of assessing changes in children as a result of an intervention preschool experience. Against all odds, an instrument was put together and made available within a few weeks after most of the programs were under way. Because the supply of trained preschool teachers was completely inadequate to meet the needs of the national program, many of the people employed as Head Start teachers had little notion of what content, activities, or learnings would be appropriate for their young charges. Thus, when the first version of the Caldwell Preschool Inventory arrived, many of these well-meaning paraprofessionals based their curricula on the test items. This practice, frowned upon by many educators as "teaching for the test," may be considered an early example of a criterion-referenced orientation.

Although, fortunately, the funding of the full-year Head Start program was not made contingent upon the results of the first abortive evaluation attempts, evidence of program effectiveness remained an essential prerequisite for future appropriations, and a network of national evaluation centers was established. Under the organizational structure which completely separated the responsibility for evaluation from that of program administration and teacher training, there was little likelihood that the opposition of teachers to testing would be ameliorated. On the contrary, the

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From a measurement point of view, an even more serious problem, related to the separation of program from assessment, was the great disparity between what teachers valued and taught and the content of the tests used to estimate the success of the program. In the first year of the national Head Start evaluation, teachers were asked to indicate what they conceived to be the major goals or objectives of the Head Start program. With very few exceptions, their emphasis was directed toward personality variables, e.g. positive self-concept and social interactions, which are subsumed under the affective domain. Second in order of priority were the psychomotor skills, including both large and small muscle development as well as perceptual discrimination in the various sensory modalities. The lowest priorities were given to the acquisition of specific academic skills. The anomalous situation of programs conceived with one set of objectives being assessed in terms of quite different criteria has contributed considerably to a popular disillusionment in the degree to which Head Start has been able to meet the high hopes with which the program had been launched. No premature blowout of a missile intended for outer space ever received such extensive news coverage, nor was a broad program ever indicted on such irrelevant evidence.

Exploding the notion that anything called "Head Start" could be expected to produce magical and global increments in a wide variety of unrelated abilities in all kinds of children did have some positive repercussions. It resulted in a much more meaningful approach to accountability evaluation with this young age group. The Educational Testing Service in its Longitudinal Study with Head Start children, and the Stanford Research Institute which is responsible for the evaluation of the Head Start Planned Variations experiment as well as the Follow Through program, have consistently attempted to tailor their measures to reflect the expressed goals of the particular program. Unfortunately, instruments cannot be developed, field tested, and adequately normed, under the time constraints of funding contracts. In many cases it is more expedient to use published and standard tests which have become established through years of acceptance in the field, but it is not always easy to look critically at such measures.

Taxonomy of Early Childhood Education Goals

The purpose of this book is to extend the use of the MEAN test evaluation system, originally developed by the Center for the Study of Evaluation and applied to the assessment of elementary school tests in a previous publication, to commercially available tests for preschool and kindergarten children. However, because the stance adopted here is both pragmatic and objective rather than theoretical, the first step has been to interview a wide spectrum of practitioners, including teachers, supervisors, and early childhood specialists, as well as to conduct an exhaustive search of the program and research literature, to obtain as comprehensive a statement as possible of the professed objectives of preschool and kindergarten education. No goals were eliminated merely because they seemed inappropriate in terms of the ideology or philosophy of any member of the staff employed in the preparation of the book. All these goals were translated into operational definitions of the desired behaviors, and these descriptors were then grouped together so as to form the logical taxonomy which follows.

Taxonomy of Goals of Preschool-Kindergarten Education

THE AFFECTIVE DOMAIN

1. Development of Personality

   A. Shyness-Boldness

      Is not excessively modest, seclusive, or reserved; does not avoid or withdraw from personal contact; is not overly dominant or boisterous; avoids excessive exhibition or ascendance; can be a good leader and a good follower; has social poise.

   B. Neuroticism-Adjustment

      Feels generally happy; tolerates variety and frustration; is not overly moody, irritable, timid, sensitive, or somber; is not excessively anxious, apprehensive, fearful, or emotional.

   C. General Activity-Lethargy

      Maintains a healthy level of activity and curiosity; is not excessively apathetic, lethargic, fatigued, or listless; has a healthy amount of stamina, endurance, and energy.

   D. Dependence-Independence

      Becomes increasingly self-responsible, self-sufficient, and autonomous; has a healthy need for affiliation, friendship, and love; does not have an excessive need for attention,

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E. Self-Esteem

Develops a healthy self-concept, self-esteem, and self-confidence; develops a sense of personal worth, self understanding, and security; develops an ability to present self to others with confidence.

2. Development of Social Skills

A. Hostility-Friendliness

Strives to be considerate of others, forgiving, friendly, affectionate, and cooperative; begins to be aware of needs, feelings, and wishes of others; is interested in people; makes and keeps friends; begins to develop positive affective means for emotional release; has a sense of humor; is not excessively angry, aggressive, hostile, aloof, or defensive; is not selfish or self-centered.

B. Socialization-Rebelliousness

Knows when to conform and the worth of obedience; avoids excessive rebelliousness; does not reject authority or disrespect his country; is not persistently disorganized, sloppy, or reckless; develops a reasonable and consistent code of behavior; is capable of self discipline, is courteous, polite, respectful, and hospitable; expects no special privileges or advantages; respects public and private property; shares things willingly.

C. Moral Belief and Practice

Applies moral precepts to everyday life; understands moral doctrines of honesty, fairness, respect, and integrity; knows right from wrong.

3. Development of Motivation for Learning

A. School Orientation

Develops a favorable attitude toward attending school, teachers, school administrators, learning, and an interest in academic subjects.

B. Need Achievement

Is reasonably ambitious, persistent, and competitive; develops reasonable aspirations; continues direction in spite of frustration, handicaps, failures, and difficulties; has a reasonable need for superiority; does his best; recognizes his best efforts; appreciates the achievements of others; sets standards for himself.

C. Interest Areas

Begins to develop a wide variety of interests; engages in various indoor and outdoor recreational activities; enjoys many school subjects and activities; begins to develop potential career interests.

4. Development of Aesthetic Appreciation

A. Appreciation of Art

Responds emotionally to moods and feelings in art; enjoys non-directed self expression through the various art media; expresses satisfaction and pride in creativity and self expression; makes judgments about art work, including his own.

B. Music Appreciation

Likes different types of music; develops interest in music as a part of school and life experiences; appreciates beauty as expressed through song and dance; develops enjoyment of music; uses music and dance as a means for self expression.

THE INTELLECTUAL DOMAIN

5. Cognitive Functioning

A. Spatial Reasoning

Develops and uses skills in spatial visualization and orientation; is able to identify directions, such as up, down, over, under, with or without own body as reference.

B. Classificatory Reasoning

Recognizes and produces superordinate-subordinate relationships or class membership based on common properties; uses classification schemes consistently; evaluates classification schemes.

C. Relational-Implicational Reasoning

Recognizes and produces syllogism, analogies, syllogistic, and analogic reasoning; recognizes and produces inferential solutions to problems.

D. Systematic Reasoning

Recognizes, produces, and evaluates complex rules and relations, including ordering tasks; uses the analytic-deductive conceptual style; solves complex problems.

E. Attention Span

Develops selective attention; increases overall time of con-

centration; attends to a wider variety of stimuli; can easily shift attention as needed.

6. Creativity

A. Fluency

Develops fluent production and processing of familiar information; fluently produces and elaborates upon information; fluently produces original information.

B. Flexibility

Recognizes the identity of an object or process seen from different viewpoints; produces reinterpretations and redefinitions of known information; learns basic conservation principles, e.g., conservation of volume.

7. Memory

A. Span and Serial Memory

Memorizes series, sequences, and lists by rote.

B. Meaningful Memory

Remembers meaningful ideas and information, non rote.

C. Visual Memory

Remembers what things looked like, how they were shaped.

D. Auditory Memory

Repeats spoken series; listens for specific details; imitates sounds and patterns; repeats oral selections; repeats variations in pitch, stress, and punctuation; associates letter sounds and forms.

THE PSYCHOMOTOR DOMAIN

8. Physical Coordination

A. Eye-Hand Coordination

Is able to draw a line; can copy and trace basic forms; learns to use manipulative toys; aims and throws accurately.

B. Small Muscle Coordination

Is able to hold a pencil in a position for writing; open a book and turn its pages; screw nuts on and off bolts; is able to use scissors proficiently; can color within boundaries of lines.

C. Large Muscle and Motor Coordination

Learns to move his body at varying speeds and with varying means of locomotion; is able to control balance during body movements; holds and carries objects carefully, responds to rhythm with body movements; shows controlled walking, running, skipping, jumping, and other fundamental actions.

THE SUBJECT ACHIEVEMENT DOMAIN

9. Arts and Crafts

A. Arts and Crafts Comprehension

Makes discriminations in types of art; recognizes the various media; gains awareness of the many things that can be made out of common materials; develops knowledge of art terminology, vocabulary and concepts.

B. Expressive and Representational Skill in Arts and Crafts

Explores, experiments, and produces expressive and representational works in various media; shows creativity and originality, communicates ideas and feelings.

10. Foreign Language

A. Oral Comprehension of a Foreign Language

Responds to basic and idiomatic foreign language.

B. Speaking Fluency in a Foreign Language

Speaks basic and idiomatic language in an acceptable manner; develops spontaneous expressiveness; speaks with good pronunciation.

C. Interest in and Application of a Foreign Language

Participants in foreign language activities in class and independently.

D. Cultural Insight Through a Foreign Language

Understands another culture; accepts another culture due to study of the language.

11. Function and Structure of the Human Body

A. Identification of Body Parts and Positions

Knows and can identify various external body parts; manipulates them on command; identifies right and left body parts.

B. Growth and I

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12. Health

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B. Growth and Development

Begins to understand the process of growing up; understands the value of rest and sleep and the value of exercise.

C. Knowledge of Emotional Health

Understands his emotions; knows how the environment, events, and physical well-being can affect the feelings, emotions and behaviors; is aware of how people may act when sad, angry, disappointed, hungry, tired, etc.

D. Identification of Self and Surroundings

Has realistic mental image of his own body; understands his relationship to the immediate environment.

12. Health

A. Knowledge of Personal Hygiene and Grooming

Develops knowledge of cleanliness in relation to health, learns table manners; understands care of teeth and the function of food in building and maintaining the teeth.

B. Practicing Personal Hygiene and Grooming

Keeps hands and fingernails clean; learns toilet training; dresses self; cares for hair; keeps clothes neat and clean; practices dental health; cares for eyes, ears, and nose; develops good posture habits.

C. Knowledge of Food and Nutrition

Learns the importance of drinking water; realizes the value of milk and dairy products in the diet; learns the importance of eating regular meals.

D. Practicing Food and Nutrition

Eats balanced meals; drinks proper amount of water.

E. Knowledge of Prevention and Control of Disease

Learns detection of symptoms of disease; understands the relationship between cleanliness and health; learns simple first-aid procedures; understands the purpose of immunization.

F. Practicing Prevention and Control of Disease

Treats and avoids colds; uses simple first-aid procedures; sleeps enough; gets proper amount of exercise and activity.

13. Mathematics

A. Counting and Operations with Integers

Recites numbers correctly and in order; relates counted numbers to numerosity of things; adds and subtracts whole numbers; checks answers.

B. Comprehension of Sets in Mathematics

Recognizes sets and understands set membership; performs basic set operations.

C. Comprehension of Numbers in Mathematics

Identifies and discriminates numbers and numerals; knows cardinal and ordinal numbers and the number line; knows odd and even numbers.

D. Comprehension of Equality and Inequality in Mathematics

Understands basic ideas of numerical equality and inequality; understands ideas of parts of things and how they relate to the whole; familiarity with fractional terminology.

E. Arithmetic Problem Solving

Solves simple problems of everyday life; learns names of coins and value relationships; develops an interest in problem solving.

F. Measurement Reading and Making

Understands concepts of length, volume, weight, time, and temperature, and how to measure them.

G. Geometric Vocabulary and Recognition

Recognizes, names, basic geometric shapes and components; understands the concept of closed figures, curved and straight; makes basic comparisons among geometric shapes.

14. Music

A. Aural Identification and Music Knowledge

Recognizes melodies of familiar songs; recognizes obvious changes in tempo, dynamics, rhythm, and harmony; learns to listen to identify sounds; identifies simple musical instruments.

B. Singing

Sings in tune and with good tone quality; begins to sing rhythmically; develops happy, spontaneous group singing.

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C. Instrument Playing

Explores the sounds of percussion instruments and various ways to play them; learns to play simple patterns of tone and rhythm.

D. Rhythmic Response (Dance)

Keeps time with music; develops ability to respond to music through large body movements; expresses himself freely in dance; imitates rhythmic movements; learns simple dances.

15. Oral Language Skills

A. Oral Semantic Skills

Utilizes a spoken vocabulary relevant to needs and emotions, to home and family, to school activities, to community and environment.

B. Oral Phonology Skills

Produces initial, medial, and final consonant sounds; consonant blends, and digraph sounds, and long and short vowel sounds in spoken words.

C. Oral Syntactic Skills

Uses complete sentences; uses determiners, auxiliary words, and verb tenses correctly; constructs substitutes or parts of speech and transformations.

D. Oral Morphology Skills

Forms plurals of parts of speech; constructs and uses compounds and contractions; uses possessives correctly; constructs and uses prefixes and suffixes correctly.

16. Readiness Skills

A. General Readiness Skills

Recognizes spoken word meanings; understands pictorial representations of meanings; translates between auditory and pictorial representations of meanings; follows directions.

B. Visual Discrimination and Recognition

Distinguishes and names colors, shapes, sizes, and letter forms rapidly and accurately; reads from left to right; has good figure-ground distinction; develops mental imagery.

C. Auditory Discrimination and Recognition

Differentiates among sounds; identifies gross sounds and common environmental sounds; differentiates directions of sources of sounds; distinguishes among sound characteristics; identifies the number of words in a sentence and the number of syllables in a word; identifies accented syllables.

D. Kinesthetic and Tactile Perception

Kinesthetic and tactile recognition and perception.

17. Reading and Writing

A. Recognition of Word Meanings

Has growing reading vocabulary; recognizes word meanings through context; recognizes synonyms and opposites.

B. Understanding Ideational Complexes

Grasps the thought of short written sentences and paragraphs; recognizes main ideas of longer written communications.

C. Oral Reading

Reads aloud with smoothness, emphasis, and intonations; phrases reading correctly by attending to punctuation marks.

D. Writing

Independently writes name and basic words.

E. Familiarity with Standard Children's Literature

Is acquainted with a variety of children's classics.

18. Religion

A. Religious Belief and Practice

Applies religious precepts to everyday life; understands basic religious doctrines; participates in religious activities and believes in his religion.

19. Safety

A. Understanding Safety Principles

Understanding reasons for practicing safety; knows common causes of accidents; has knowledge of safety principles to help

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prevent accidents; knows what to do in case of an accident or other emergency.

B. Practicing Safety Principles

Puts into practice his safety knowledge to avoid accidents and maximize safety.

20. Science

A. Observation and Exploration

Observes and explores the world around him, including the earth, matter, environment, and living things.

B. Knowledge of Scientific Facts

Develops basic science vocabulary; knows of important scientists and their discoveries or inventions.

C. Appreciation of the Scientific Approach

Develops a scientific attitude toward the unknown; develops an appreciation of nature; acquires techniques of scientific procedure; appreciates science's benefits to man.

D. Development and Application of Scientific Attitude

Develops scientific interests as leisure time activities; uses science as a means of problem solving by making observations, asking questions, gathering evidence, and evaluating conclusions.

21. Social Studies

A. Community Health and Safety

Learns about community helpers who protect our health and safety; knows how children can help to maintain community health and safety.

B. Cultural-Economic Geography

Becomes aware of people in other countries and appreciates their contributions; understands relationships of home, family, and community; knows roles and values of various types of workers, communications, and travel.

C. Democratic Practices

Knows about citizenship, national holidays, basic rights, and freedoms (flag and other patriotic symbols); knows about our government; relates democratic practices to his own environment.

D. Physical Geography

Knows about nature and the environment; learns way to and from school; knows his neighborhood; learns simple geographic concepts; understands simple maps; learns concepts of distance and direction.

E. History

Develops a sense of the past; acquires simple historical facts; understands the meaning of some holidays; begins interpreting current events and developing an interest in them.

The MEAN Evaluation System

In addition to the development of a comprehensive objectives-based classification of goals for early-childhood education, the Center for the Study of Evaluation (CSE) and the Early Childhood Research Center (ECRC) adapted the critical MEAN test evaluation procedure to apply to measurement devices in all of the goal areas.

Preparatory to the test evaluation, a thorough canvass of test catalogs and test publishers was undertaken, and all tests suitable for this population, except clinical or projective measures, were ordered. The regular list price was paid for all materials so as to avoid any implication of bias. When approximately half of the tests ordered had been received, the review process was initiated. Unfortunately, not all of the tests arrived promptly and a cut-off date had to be set so that the book could be completed. The final compilation covers approximately 120 tests, including over 630 subtests with separately normed scores. Each test was categorized as a preschool (30 to 59 months) measure and/or a kindergarten (60 to 72 months) measure according to the publishers' claims. The tests were then evaluated in order to identify and endorse those measures most appropriate, effective, and useful in assessing schools or students.

MEAN is an acronym reflecting four critical areas of concern to test users: Measurement validity, Examinee appropriateness, Administrative usability, and Normed technical excellence.

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Measurement Validity

Criteria. Although empirical measurements of construct, content, and predictive validities were also used, the primary consideration was in terms of face validity, i.e., How well does the test measure the specific goal behavior? Members of the review team were instructed in the use of the taxonomy of educational goals and each test was judged according to its capacity to assess that particular objective which seemed most appropriate to it. Judgments were made in terms of the extent to which the items assessed the whole range of behavior or content subsumed under the particular goal, and the number of items within the scale which were actually focused on this goal behavior.

Frequently the independent judgment of several reviewers was that a test did not measure the construct indicated in its title. In such cases, the test was assigned to the goal area which the evaluators agreed was more appropriate to it. Usually this was not too difficult a judgment to make since most tests did seem to have a recognizable focus; however, there were several measures with very narrow or specific goals which did not fit into any of the larger categories of the taxonomy, or else failed to cover even a very limited goal in an acceptable fashion. In the former case, the test was assigned to the educational goal to which it appeared to be most relevant. In the latter case, the test was considered to be a measure of the goal that the plurality of its items (and presumably then the plurality of its variance) appeared to reflect. The underlying guideline for the assignment of a measure to a goal area was to place it where it would receive the maximum score on the Measurement validity criterion.

Two examples can be cited to illustrate the "forced" fitting of tests to goals. Although most tests of the "draw-a-man" type are designed as measures of intelligence, and do correlate moderately with some aspects of intellectual functioning, careful study of the scoring manuals led the evaluators to agree that two separate skills are differentially reflected in the scores obtained. When drawing tests are scored solely on the basis of an enumeration of the recognizable characteristics included in the drawing, the test was assigned to goal category 6A, Fluency, an aspect of intellectual functioning. However, when the scoring was complicated by judgments either of positioning of drawn characteristics or the representational accuracy of the drawing, the test was assigned to category 9B, Expressive and Representational Skill in Arts and

Crafts. While either type of scoring might be seen as an assessment of goal 7C, Visual Memory, the lack of controlled presentation-reproduction formats argued against assignment to this goal.

A second example concerns the (Raven) *Coloured Progressive Matrices*, which is commonly used to assess general intellectual development among language-different populations. After careful consideration of the tasks involved, however, it seemed that the appropriate goal descriptors would be either 5A, Spatial Reasoning, or 5D, Systematic Reasoning. The evaluators agreed that the children's form of the test with which they were concerned, would be best placed in the latter category.

It appeared that situations where tests were forced unwillingly into foreign goal categories were not too common and, in fact, that very few tests for educational output are based upon any explicit model of education or evaluation at all. With the further supposition that evaluation cannot logically proceed on a global level, but that concepts must be refined and analyzed into reasonably small units in order for them to have much meaning in any evaluation program, it was felt that perhaps less injustice would be forced upon the tests through this evaluation procedure than the tests themselves might be forcing upon unsuspecting young children and their schools.

Point Assignment. (0 to 15 points for grade)

a. *How well does the test appear to measure the specific educational objective? Examination of instructions and items with psychological (content) insight, and consideration of reported construct-validation research led to a subjective rating from 0 to 10 points.*

b. *How much direct or indirect evidence for predictive or concurrent validity is there? Examination of technical and administration manuals for supportive research on the test led to a subjective judgment on a scale from 0 to 5 points. No attempt was made to comb the research literature for additional or more recent supportive findings.*

Examinee Appropriateness

Criteria. The second criterion of the MEAN evaluation system is that of appropriateness of the test materials, including content of the stimuli and mode of response, relative to the age and grade level of the examinees. All tests were classified by age level prior to

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the review process. Because of the rapid changes which are taking place in these early years, a format, or illustration, or response method that is wholly inappropriate for the preschooler may offer the kindergarten child much less of a challenge.

Evaluation of the appropriateness of a test's level of comprehension took into consideration the test's content and instructions. Specifically, evaluation of content centered upon the difficulty of the behavioral, pictorial, semantic, or numerical items and also upon the relevance or interest-arousing aspects of the items. At the preschool and kindergarten levels tests frequently have item content that is inappropriate in comprehension for that level. The evaluation of the test's instructions focused on clarity and comprehension. Again, the comprehension level of the instructions was often found to be inappropriate. There is a noticeable lack of information available to the authors of test instructions on the concepts and syntax appropriate to the young child. This state of affairs is particularly worrisome, because no matter how intriguing the test items may be, if the child does not know exactly what to do with them, the test score will probably not reflect the desired behavior.

The second major area where appropriateness is felt to be important is that of test format, both visual and auditory, and the test's timing and pacing. Experience in test administration has highlighted the fact that young children are often confused by formats that appear simple to adults. The visual principles employed in test-page layout were evaluated in terms of effective usage of Gestalt visual principles. Instruments with closely packed items are clearly inappropriate for young children. The evaluation looked for specific format features such as sufficiency of white space between items, visual coherence of item stems and alternatives, and effective use of color as an aid in segregating items.

Going beyond the whole-page format, the evaluation also considered the quality of illustrations and typography. Pictorial and geometric item material was evaluated according to the print clarity, representational meaningfulness, and ease of decoding for young children. Similarly, evaluations of typography were made in terms of clarity, size, and type-face, at all times considering the perceptual limitations of the examinees. Since many tests for the preschool and kindergarten levels have an auditory component, test format was also evaluated for the standardization of the auditory presentation.

The psychometric problem of speed vs. power tests also found its place in the evaluation of examinee appropriateness. Published

statements regarding the speededness of tests were corroborated, when possible, by consulting item difficulty indexes and score distributions. For each scale, pacing or time limits were judged for their appropriateness for the subject matter and for the examinees. In almost all cases, power was preferred to speed as an attribute of tests of educational output.

The last aspect of appropriateness considered was the mode of response recording. Simple and direct connections between the item stem and the recording of a response were evaluated more favorably than complicated conversions from item stems to alternatives. Among the especially easy response modes were pointing, oral responses, or marking directly over printed alternatives.

The various aspects of the criterion of Examinee Appropriateness could not be applied to assessment devices in the forms of rating scales, rating schedules, and observation schedules, where the examinee (the child being assessed) is not actively involved in responding to specific demands of the assessment device, but is merely behaving in his own manner. In the cases where the instrument demanded no active response from the examinee, the instrument was not evaluated according to the second MEAN criterion, and its overall evalution indicates a void for the second evaluation. It was felt that a void, that is no evaluation, was preferable to any alternate arbitrary decision on how examinee appropriateness could be judged for instruments not impinging upon the examinee.

Point Assignment. (0 to 15 points for grade)

a. *How appropriate is the comprehension level for the age and educational level to which the test is directed? Examination of the instrument that the examinee sees or hears in terms of comprehension, both of items and instructions led to two subjective judgments of 0 to 4 points each.*

b. *How well is the test printed and organized for ease of the examinees, or is taking the test a test in itself? Examination of test-page format in terms of effective usage of Gestalt visual principles resulted in a subjective rating from 0 to 2 points, quality of print or illustrations in a rating from 0 to 2 points, standardization of auditory presentation a rating from 0 to 1 point, and appropriateness of pacing in a rating from 0 to 1 point.*

c. *Is the response recording procedure simple and direct for the examinee? The rating was from 0 to 1 point.*

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Administrative usability

Criteria. After asking such questions as "What will it measure?" and "Is it designed for my students?," the next question was concerned with how usable the test is in terms of administration, scoring, interpretation, and decision making. These aspects of utilization comprised the third evaluation criterion of the MEAN system.

For general assessment of educational output, a test that can be administered to a large group is desirable. Small-group (9 students or less) and individually administered instruments, although having their unique advantages, are not efficient for educational evaluation. It should be noted that all individually administered tests therefore suffer from this evaluative decision, and consequently their ratings indicate less usability. It cannot be stressed too strongly, however, that this limitation of usability is relevant *only* to evaluation of educational programs and systems, and *not* to in-depth individual placement, diagnosis, or prognosis.

A second variable strongly affecting a test's utility is the training necessary to administer the test properly. Since few schools have resident psychometrists, developmental psychologists, audiologists, or speech therapists, a test was deemed to have greater utility if it can be administered by the school staff, preferably the students' teacher or a paraprofessional. The time necessary for test administration also affects its utility. Under the assumption that the average attention span of young children is no more than about 20 minutes, tests were credited if they fit into one such time unit, but were not credited if their lengths necessitated special scheduling.

The utility of a test is further affected by the scoring procedure it requires. Simple and objective hand or machine scoring of tests was considered optimal for utility, while difficult and subjective scoring received respectively less credit. Although the general usefulness of tests is not much altered by slight variations in scoring difficulty, tests scored on a purely subjective basis cannot be considered as reasonable candidates for educational evaluation instruments. For this reason, no projective measures were reviewed.

From a pragmatic viewpoint, while ease of administration and scoring are desirable, a much more basic consideration is that the scores obtained be susceptible to meaningful interpretation. Scores can only be interpreted normatively through some method of score standardization or conversion. If the score conversion is to maintain the interval or ordinal properties of the test instrument as much as possible, it must be based on data obtained under standard

conditions with a broad normative sample.

The samples utilized in test norming were evaluated according to two criteria—breadth and representativeness. A broad normative sample is one which includes a wider age group than the one for which the test is constructed. For example, an instrument for kindergarten students, should include in its norm sample some students from the preschool as well as the first and second grades so that both low and high performers at the kindergarten level can be assessed normatively.

After the test has been administered to its normative sample, the raw scores from that sample are isomorphically mapped into some standardized conversion system, the most common of which include centiles, standard scores, stanines, grade equivalents, T scores, and mental ages. There are many other such conversion systems used by different test publishers, but these are either uncommon or statistically naive.

The normative score conversions were evaluated according to three criteria. If the derived scale is common and generally understood, the test was given credit. If the conversion to the derived, normed scores is clear, with unambiguous tables presented and described, the test earned credit over those with complicated, multistage conversions. These two aspects of the derived scores determines in part who is able to interpret them. Tests yielding scores interpretable by the school staff are preferred to those demanding the skills of a psychometrist or other specialist.

In addition to the breadth of the sample, the norm group should also be representative of the variety of subgroups that comprise the national population. While a test normed on a restricted sample may be quite adequate for purely local needs, the trend in educational evaluation is not in that direction. With national questions being asked, federal support for education and related research, and national problems to be solved, a representative national normative sample becomes a most desirable quality of educational tests. To be considered good, the sample was expected to meet the criteria of recency, representation of geographic areas, ages, racial and ethnic origin, and types of schools. It might be important to note that few test publishers have done their normative sampling very well, and that the technical manuals abound with obfuscatory and quasi-scientific, if not downright misleading sampling techniques.

The final pragmatic consideration of a test's utility rested on whether or not decisions, either individual or group, could be made. Tests with manuals that clearly describe both score interpretation

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and subsequent prescriptive decisions that might be made, were evaluated as better than those with doubtful decision-making utility.

Point Assignment. (0 to 15 points for grade)

a. *Is the test easily and conveniently administered? Administration of the test from individual situations to small groups to large groups resulted in credit of 0 to 2 points. The need for training of the test administrators was credited with 1 point if school staff were sufficient and 0 points if a psychometrist or specialist were needed. Tests needing more than 20 minutes were credited 0 points; tests needing less time, 1 point.*
b. *Can the test be easily and reliably scored? Simple, objective scoring that can be done by the administrator or a scoring service received 2 points, while more difficult but objective scoring earned 1 point and subjective scoring received 0 points. A test having a mixture of scoring procedures was evaluated on the basis of its least reliably scored items.*
c. *Is the score interpretation simple, through use of clear and adequate norms and descriptions? If the norm range is broad, 1 point was credited; if restricted, 0 points. Common and simple interpreted scoring systems received 1 point, while uncommon or abstruse systems received 0 points. If conversion from raw to normed scores is clear and simple with graphs or tables, 2 points were credited. Simple, but not well presented conversions received 1 point and complicated conversions received 0 points. One point was credited for current, national, and well-sampled normative groups and 0 points were credited for normative samples that are local, outdated, or poorly sampled.*
d. *What qualifications must the score interpreter have? If school staff can interpret the scores accurately, 1 point was earned; if a psychometrist or specialist is neccessary for accurate interpretation, 0 points were credited.*
e. *Can decisions be made on the basis of the scores? Tests with manuals providing tables or charts for prescriptive educational decision making were credited with 3 points. If the claim is made and appears to be reasonable that decisions can be made, 2 points were earned. The possibility or implication of decision aiding earned a test 1 point, while the doubtful nature of a test in decision-making potential earned it 0 points.*

Normed technical excellence

Criteria. The last major criterion of the MEAN evaluation procedure was concerned with the reliability, replicability, and refinement of measurement of the tests. Three types of reliability estimates were considered in this aspect of the MEAN evaluation: (1) test-retest reliability, appropriate for assessing a measure's (and examinee's) long-range stability; (2) internal consistency reliability, useful in determining how coherently the test items assess some dimension of behavior; and (3) alternate-form reliability, desirable when treatment effects are to be evaluated with alternate forms of a test.

Since all three types of reliability estimates are more or less relevant to questions of educational achievement assessment to an equal degree, they were all included as aspects of the MEAN evaluation procedure. This tactic was necessitated by the fact that selection of any one of the estimates with omission of the remaining two would do violence to the fourth-criterion rating for many of the test instruments.

Closely related to the concept of test reliability is that of replicability of procedures to obtain the normed scores. If procedures described in test manuals are complicated, non-specific or based upon abnormal samples, the test is clearly not replicable in its findings and therefore is less useful for the educator.

The range of coverage is also an important aspect of a test's technical excellence. A restricted range of assessment limits the test's interpretability. A test which is appropriate for one level of assessment but can also be applied to students from one to two years above and below that level, has obvious advantages because both advanced and retarded students can be compared with the normative sample.

Related to the range problem is the refinement or graduation of the inter-individual comparison scores. Tests yielding scores transformed into centiles or grade placements were rated as well graduated and standard; deciles, stanines, and similar scales were rated as either poor or uncommon; pass-fail, quartiles, and novel scales were rated as both poor and uncommon.

Point Assignment. (0 to 15 points for grade)

a. How reliable is the test? Three reliability ratings were made; one each for stability (test-retest), internal-consistency (Kuder-Richardson, alpha, split-half, or odd-even), and alternate-form reliabilities. Points were assigned

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according to the size of the reported reliability coefficients, computed from a specific, limited age group. An appropriate coefficient of .90 or more earned 3 points; .80 to .90 earned 2 points; .70 to .80 earned 1 point; and less than .70 earned 0 points.

b. *Are normed scores obtained under replicable conditions? If so, 1 point was earned; if not, 0 points were earned.*

c. *Does the test have an adequate range of coverage? Test score distributions with more than adequate ranges received 3 points, and distributions with adequate floor and ceiling (or tests for which ceilings were predetermined by the nature of the subject matter) for the specific group received 2 points. Whenever examinees appeared to have reached the floor or ceiling, or there was evidence of score truncation, 1 point was assigned. If no information was given to make an evaluation, or even to extrapolate one from centile conversion tables, 0 points were assigned.*

d. *Are the scores standard, well-graduated inter-individual comparison scores? Scores that are well graduated received 2 points. Scores that are well graduated, but perhaps not easily understood, or poorly graduated but commonly utilized were credited with 1 point. Scores that are poorly graduated and difficult to understand were given 0 points.*

Implementation of the MEAN Evaluation System

The team of test evaluators consisted of a graduate assistant with a masters degree in psychological measurement, one with a masters degree in educational and developmental psychology, two experienced preschool teachers at the baccalaureate level, and an experienced nursery school director. This team brought relevant competencies to all of the many varieties of tests within the purview of the evaluation program. The several categories of evaluation were assigned to those members of the team with appropriate expertise in that area. Each test was independently rated according to the MEAN system by at least two raters working without access to the other raters. For each subscale to be evaluated, each reviewer used a standard rating procedure (see Figure 1). The raters inde-

pendently assigned each test or subtest, and in many cases individual items, to one of the goal categories. The final adjudication for both test assignment to goal area as well as the ratings on each of the four evaluation criteria, was carried out by Ralph Hoepfner, followed by review and discussion with Carolyn Stern and Susan Nummedal.

The primary concerns in the application of the MEAN system were the objectivity and consistency of the evaluations. To maximize both the objectivity for any one test evaluator and the consistency across evaluators, the above specific guidelines for evaluation of each aspect of each criterion and the following lettergrade assignment were adopted.

Within any
based on the po
computed. The
determinant of

"G" (Good
well. Little impr
zation. CSE and
it in their own a

"F" (Fair;
better tests avai

FIGURE 1

MEAN TEST
EVALUATION FORM

Test Name _____ Form _____

Evaluation Criteria

1. Measurement Validities a. Content and Construct	0 (only in name)	2 (a few)	4 (some
b. Concurrent and Predictive	0 (none reported)	1 (very little)	2 (some
2. Examinee Appropriateness a. Comprehension: content	inappropriate 0	doubtful 1	pos
instructions	0	1	
b. Format 1. Visual: organization	0 (complicated)		1
quality of print/illustrations	0 (not good)		
2. Auditory: presentation principles	0 probably appropriate		
3. Time and pacing	0 (bad)		
c. Recording answers	0 (complicated)		
3. Administrative Usability a. Administration 1. Test administration	0 (individual)		(smal
2. Training of administrators	0 (psychometrist or specialist)		
3. Administration Time	0 (21+ minutes)		
b. Scoring	0 (subjective)		
c. Interpretation 1. Norms a. Norm range	0 (restricted)		
b. Score interpretation	0 (unusual, abstruse)		
c. Score conversion	0 (complicated)		
d. Norm groups	0 (local, outdated, or poorly sampled)		
d. Score Interpreter	0 (psychometrist or specialist)		
e. Can Decisions Be Made	0 doubtful	1 possible	
4. Normed Technical Excellence a. Stability (Test-Retest)	not reported or less than .70 0	.70 to .80 1	
b. Internal Consistency	0	1	
c. Alternate form	0	1	
d. Replicability of Administrative Conditions	0		
e. Range of Coverage	0 no information	1 floor or ceiling re	
f. Converted Scores	0 poorly graduated and uncommon		1 poorly

est, and in many cases indi-
ories. The final adjudication
as well as the ratings on each
rried out by Ralph Hoepfner,
th Carolyn Stern and Susan

ication of the MEAN system
of the evaluations. To maxi-
est evaluator and the consist-
ific guidelines for evaluation
e following lettergrade assign-

Within any one of the four evaluative categories, a letter grade, based on the points assigned to each aspect of each criterion, was computed. The sum of the points, ranging from 0 to 15, was the determinant of the letter grades in the following manner:

"G" (Good; 11-15 points). The test meets the criterion very well. Little improvement appears necessary for its immediate utilization. CSE and ECRC would endorse such a measure or employ it in their own assessment efforts.

"F" (Fair; 6-10 points). The instrument is probably among the better tests available, but it does not completely meet the criteria.

Name _____ Form _____ Rater _____ Date _____

ation Criteria	Rating (circle one number in each row)						
asurement Validities ontent and Construct	0 (only in name)	2 (a few)	4 (some)	6 (fair job)	8 (good)	10 (hit nail on the head)	M Total
oncurrent and Predictive	0 (none reported)	1 (very little)	2 (some)	3 (not enough)	4 (considerable)	5 (exhaustive)	Grade
minee Appropriateness omprehension: content	inappropriate 0	doubtful 1	possibly appropriate 2	probably appropriate 3	exactly right 4		
instructions	0	1	2	3	4		
ormat 1. Visual: organization	0 (complicated)		1 (probably good)		2 (outstanding sids)		
quality of print/illustrations	0 (not good)		1 (helpful)		2 (excellent)		
2. Auditory: presentation principles	0 probably appropriate			1 (mechanically standardized)			E Total
3. Time and pacing	0 (bad)			1 (appropriate for broad range)			
ecording answers	0 (complicated)			1 (standard-easy)			Grade
ninistrative Usability dministration 1. Test administration	0 (individual)		(small group less than 10) 1		(large groups 10 or more) 2 (large groups)		
2. Training of administrators	0 (psychometrist or specialist)			1 (school staff or paraprofessional)			
3. Administration Time	0 (21+ minutes)			1 (20 minutes or less)			
coring	0 (subjective)		1 (difficult)		2 (simple)		
nterpretation 1. Norms a. Norm range	0 (restricted)			1 (broad)			
b. Score interpretation	0 (unusual, abstruse)			1 (clear, obvious)			
c. Score conversion	0 (complicated)		1 (simple)		2 (clear, tables)		
d. Norm groups	0 (local, outdated, or poorly sampled)			1 (national, well sampled)			A Total
core Interpreter	0 (psychometrist or specialist)			1 (school staff)			Grade
an Decisions Be Made	0 doubtful		1 possible		2 vague guidelines	3 yes – spelled out	
rmed Technical Excellence tability (Test-Retest)	not reported or less than .70 0		.70 to .80 1		.80 to .90 2	.90+ 3	
nternal Consistency	0		1		2	3	
lternate form	0		1		2	3	
eplicability of dministrative Conditions	0			1			N Total
ange of Coverage	0 no information		1 floor or ceiling reached		2 adequate-ceiling built-in	3 more than adequate	Grade
onverted Scores	0 poorly graduated and uncommon		1 poorly graduated or uncommon		2 well graduated and standard		

Alterations would probably render the test a candidate for "G" status. If no better qualified measure were available, the Centers would employ an "F" measure, but would interpret results more cautiously.

"P" (Poor; 0-5 points). The instrument does not meet the criterion; it is clearly unsatisfactory in that area. Rather than employ such a measure for assessment, it would be better to seek an alternate device or attempt to develop one.

Each test then earned four letter grades by the MEAN system. The four-letter combination serves as the Centers' official evaluation of the test. For example: Acme Readiness Test (GFPF). It should be noted that not only are the MEAN criteria in the order of suggested importance to the sponsoring Centers, but that the points possible for each aspect of any criterion reflect the importance placed on that aspect. Should the goals of the reader not coincide with those of the Centers, then the MEAN evaluations should be interpreted with different emphasis.

Utilizing the evaluation procedure described above and the MEAN evaluation forms, all published tests that are generally available to educators and psychometrists (about 631 scales and subscales) were evaluated and adjudicated. The evaluations appear in the body of this book.

he test a candidate for "G"
e were available, the Centers
would interpret results more

ument does not meet the cri-
nat area. Rather than employ
ld be better to seek an alter-
e.

grades by the MEAN system.
s the Centers' official evalua-
Readiness Test (GFPF). It
MEAN criteria in the order
soring Centers, but that the
y criterion reflect the impor-
the goals of the reader not
hen the MEAN evaluations
emphasis.

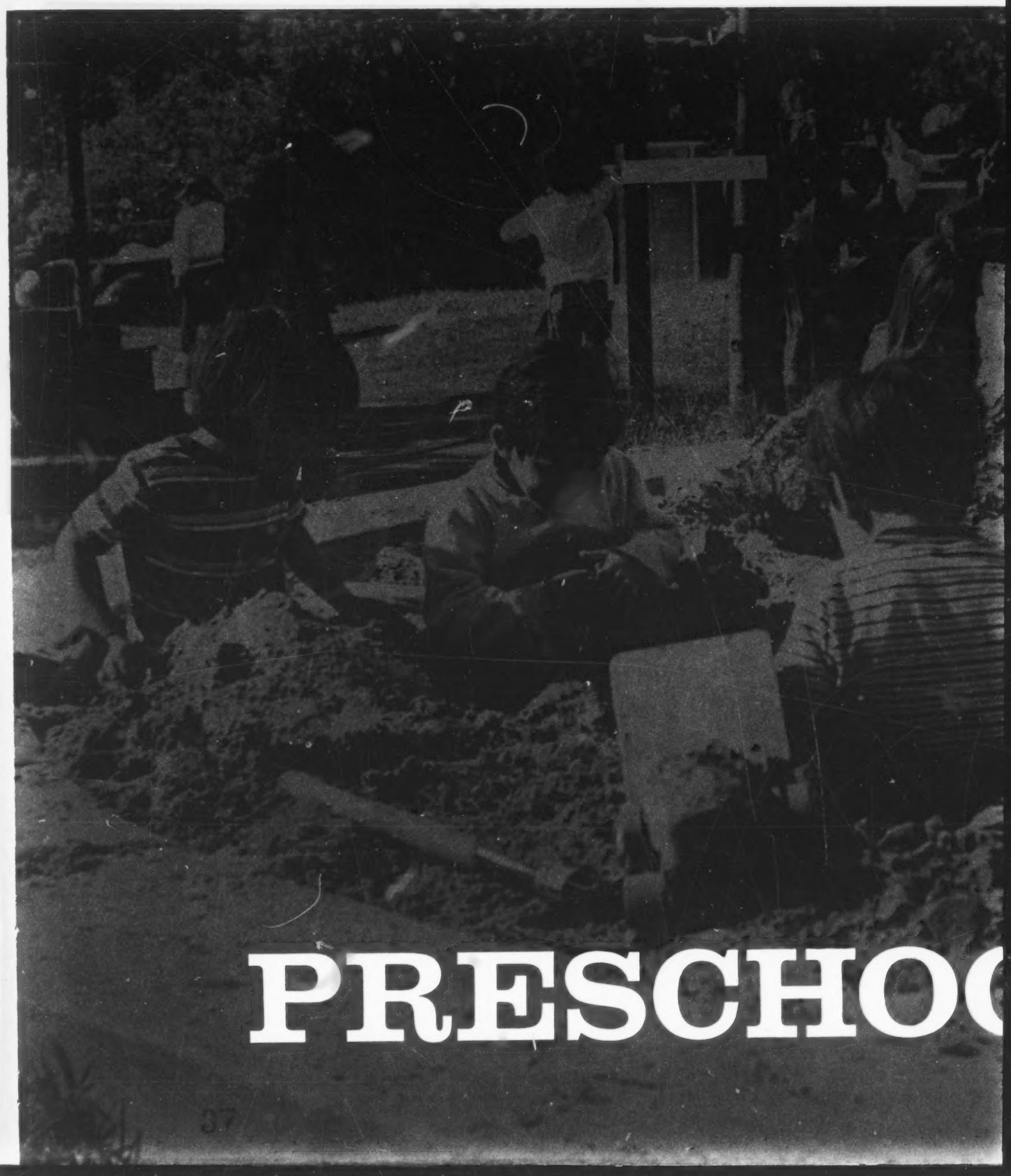
re described above and the
ed tests that are generally
trists (about 631 scales and
ated. The evaluations appear

The MEAN Test Evaluations

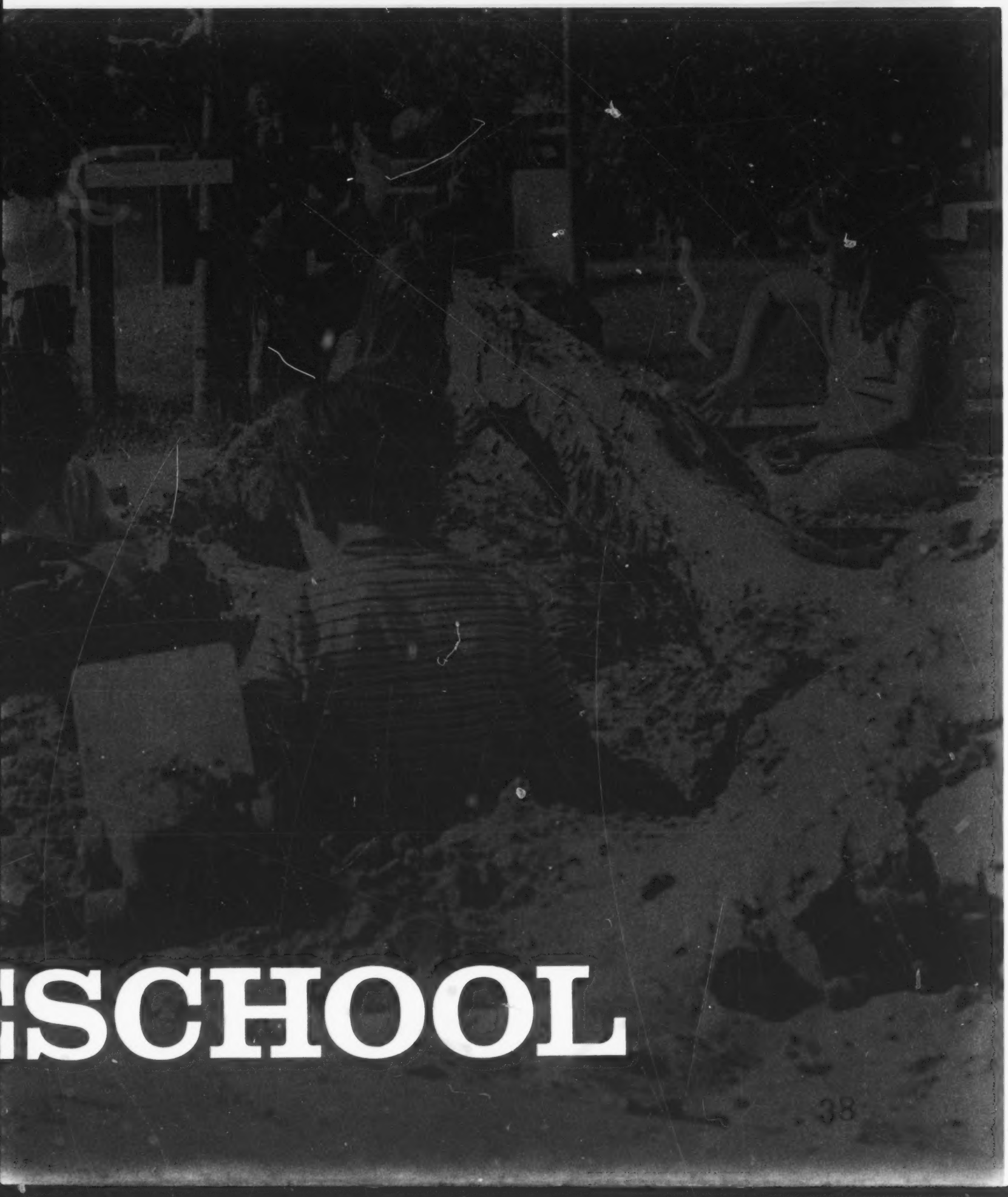
In the following sections, all of the evaluative judgments for all available tests are presented. The tabular format is designed to provide a maximum of useful information in an organized and readable manner. The columns on all the following pages follow the rating criteria in the same order as they have been discussed above. The numbers in the shaded section of each table indicate the range of points in which the judgments could be made, and are supplied on each table merely for reference.

As an additional aid to the reader, the tests are further coded according to whether they are individually administered (° in left column) or are rating instruments (* in the left column). Group tests are unmarked.

Consistent with the strong commitment of both Centers to objectives–referenced measurement, each of the two evaluation sections (one section for preschool tests and one for kindergarten tests) is organized according to the hierarchy of educational goals outlined in the Taxonomy above. To aid the reader, both goal and test name indexes are supplied at the end of this book. All test names are given as they appear on the tests themselves, and not necessarily as they appear in catalogs or common parlance (although such names are referenced in the Test Name Index). Parenthesized letters are publishers abbreviations. Index C lists all the pertinent publishers with their most recent addresses.



PRESCHO


SCHOOL

EDUCATIONAL OBJECTIVE TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINIST				
			Compre-hension		Format					Administration			Scoring	
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	
PRESCHOOL														
THE AFFECTIVE DOMAIN														
1. DEVELOPMENT OF PERSONALITY														
* *CASSEL DEVELOPMENTAL RECORD Total Development (PEP)*	2	0								0	1	1	0	
A. Shyness - Boldness														
B. Neuroticism - Adjustment														
C. General Activity - Lethargy														
D. Dependence - Independence														
* *CALIFORNIA PRESCHOOL SOCIAL COMPETENCY SCALE Total (CPP)*	5	0								0	1	1	0	
* *GESELL DEVELOPMENTAL SCHEDULES Personal - Social (PC)*	5	0								0	0	1	0	
PRIMARY ACADEMIC SENTIMENT SCALE Dependency (PII)	4	2	1	1	0	0	0	1	1	2	1	0	2	
* *VINELAND SOCIAL MATURITY SCALES Total (AGS)*	3	0								0	1	0	0	
E. Self-Esteem														
2. DEVELOPMENT OF SOCIAL SKILLS														
* *PRESCHOOL ATTAINMENT RECORD Rapport (AGS)*	3	0								0	1	1	0	
* *STAMP BEHAVIOR STUDY TECHNIQUE Total (ACER)*	4	0								0	1	1	0	
A. Hostility - Friendliness														
B. Socialization - Rebelliousness														
* *PREPRIMARY PROFILE Classroom Management (SRA)*	5	0								0	1	1	0	
C. Moral Belief and Practi														
* *DETROIT TESTS OF LEARNING APTITUDE Social Adjustment A (BMC)*	4	0								0	0	1	0	
3. DEVELOPMENT OF MOTIVATION FOR LEARNING														

MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
		Comprehension		Format					Administration			Scoring	Interpretation												
Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Test Administration	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
2	0								0	1	1	0	1	1	2	0	1	0	0	0	0	0	0	1	P-FP
5	0								0	1	1	0	0	1	2	1	1	1	1	3	0	0	2	2	P-FF
5	0								0	0	1	0	1	1	2	0	0	0	0	0	0	0	0	0	P-PP
4	2	1	1	0	0	0	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	0	1	1	FPFP
3	0								0	1	0	0	1	1	1	0	1	1	0	0	0	0	2	1	P-FP
3	0								0	1	1	0	0	1	1	0	1	1	0	0	0	0	0	1	P-FP
4	0								0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P-PP
5	0								0	1	1	0	0	0	1	0	1	0	0	0	0	0	0	0	P-PP
4	0								0	0	1	0	0	1	2	0	0	1	0	0	0	0	1	2	P-PP

EDUCATIONAL OBJECTIVE TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMIN			
			Comprehension		Format					Administration			
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time	Scoring
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2
A. School Orientation													
B. Need Achievement													
C. Interest Areas													
PRIMARY ACADEMIC SENTIMENT SCALE Sentiment (PII)	5	2	1	1	0	0	0	1	1	2	1	0	2
4. DEVELOPMENT OF AESTHETIC APPRECIATION													
A. Appreciation of Art													
B. Music Appreciation													
THE INTELLECTUAL DOMAIN													
5. COGNITIVE FUNCTIONING													
° *ARTHUR POINT SCALE OF PERFORMANCE TESTS Full Scale (PC)*	3	0	2	2	1	1	0	1	1	0	0	0	0
° *IPAT TEST OF G: CULTURE FAIR (or FREE) Total (IPAT)*	5	0	1	1	0	1	0	1	1	0	1	0	1
° *PARENT READINESS EVALUATION OF PRESCHOOLERS Combined Total (PII)*	3	0	1	1	1	0	0	1	1	0	1	0	2
° *TESTS OF GENERAL ABILITY - INTER-AMERICAN SERIES Nonverbal (GTA)*	6	1	2	2	1	1	0	1	1	0	1	0	2
° *TESTS OF GENERAL ABILITY - INTER-AMERICAN SERIES Total (GTA)*	4	1	2	2	1	1	0	1	1	0	1	0	2
° *WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Full Scale Score (PC)*	4	0	2	2	1	1	0	1	1	0	0	0	1
A. Spatial Reasoning													
° *ARTHUR POINT SCALE OF PERFORMANCE TESTS Arthur Stencil Design Test 1 (PC)*	5	0	1	1	1	1	0	1	1	0	0	1	2
° *ARTHUR POINT SCALE OF PERFORMANCE TESTS Porteus Maze Test (Arthur Revision) (PC)*	5	0	2	1	1	1	0	1	1	0	0	1	1
° *AYRES SPACE TEST Adjusted Score (WPS)*	6	2	3	2	2	2	0	1	1	0	0	1	1
° *MINNESOTA PRESCHOOL SCALE Non-Verbal (AGS)*	4	0	3	3	1	1	0	1	1	0	1	0	0
° *PORTEUS MAZE TEST - VINELAND REVISION Total (PC)*	5	0	2	2	1	1	0	1	1	0	1	1	1
° *WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Block Design (PC)*	6	0	3	3	2	2	0	1	1	0	0	1	1
° *WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Mazes (PC)*	6	0	2	3	1	1	0	1	1	0	0	1	1

S

NT	EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
	Comprehension		Format					Administration				Interpretation												
Concurrent	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good - Fair - Poor
	1	1	0	0	0	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	0	1	1	F P F P
	2	2	1	1	0	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	0	0	2	P F P P
	1	1	0	1	0	1	1	0	1	0	1	0	1	2	0	1	0	0	0	0	0	1	2	P P F P
	1	1	1	0	0	1	1	0	1	0	2	0	1	0	0	1	1	0	0	0	0	1	0	P P F P
	2	2	1	1	0	1	1	0	1	0	2	0	1	1	0	1	0	1	0	0	0	2	2	F F F P
	2	2	1	1	0	1	1	0	1	0	2	0	1	1	0	1	0	2	0	0	0	2	2	P F F F
	2	2	1	1	0	1	1	0	0	0	1	0	1	2	0	0	1	0	3	0	0	3	2	P F P F
	1	1	1	1	0	1	1	0	0	1	2	0	0	2	0	0	0	0	0	0	0	0	1	P F P P
	2	1	1	1	0	1	1	0	0	1	1	0	0	2	0	0	0	0	0	0	0	0	1	P F P P
	3	2	2	2	0	1	1	0	0	1	1	0	1	2	0	0	1	0	2	0	0	1	2	F G F P
	3	3	1	1	0	1	1	0	1	0	0	1	1	1	0	1	1	0	0	2	0	2	2	P F F F
	2	2	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	0	0	0	0	0	1	P F F P
	3	3	2	2	0	1	1	0	0	1	1	0	1	2	0	0	1	0	1	0	0	2	1	F G F P
	2	3	1	1	0	1	1	0	0	1	1	0	1	2	0	0	1	0	2	0	0	2	1	F F F P

EDUCATIONAL OBJECTIVE TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTR				
			Comprehension		Format					Administration				
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time	Scoring	Range
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0
° *WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Performance Score (PC)*	4	0	2	2	1	1	0	1	1	0	0	0	1	
B. Classificatory Reasoning														
° *COLUMBIA MENTAL MATURITY SCALE Total (HBJ)*	6	2	3	3	2	2	0	1	1	0	1	1	2	
° *ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Visual Association (UIP)*	6	0	2	2	1	1	0	1	1	0	1	1	1	
° *PARENT READINESS EVALUATION OF PRESCHOOLERS Concepts (PII)*	3	0	1	2	1	0	0	1	1	0	1	1	2	
° *PARENT READINESS EVALUATION OF PRESCHOOLERS Performance Total (PII)*	4	0	1	2	1	0	0	1	1	0	1	0	2	
° *PARENT READINESS EVALUATION OF PRESCHOOLERS Visual Interpretation (PII)*	3	0	1	2	1	0	0	1	1	0	1	1	2	
° *PARENT READINESS EVALUATION OF PRESCHOOLERS Visual-Motor Association (PII)*	4	0	1	2	1	1	0	1	1	0	1	1	2	
° *PICTORIAL TEST OF INTELLIGENCE Similarities (HMC)*	8	1	2	3	2	2	0	1	1	0	1	1	2	
° *WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Similarities (PC)*	6	0	3	3	2	2	0	1	1	0	0	1	1	
C. Relational - Implicational Reasoning														
° *ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Auditory Association (UIP)*	6	0	2	2	2	2	0	1	1	0	1	1	1	
° *PARENT READINESS EVALUATION OF PRESCHOOLERS Opposites (PII)*	5	0	2	3	2	2	0	1	1	0	1	1	2	
° *PARENT READINESS EVALUATION OF PRESCHOOLERS Verbal Association (PII)*	5	0	2	2	2	2	0	1	1	0	1	1	2	
° *WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Comprehension (PC)*	5	0	2	3	2	2	0	1	1	0	0	1	1	
D. Systematic Reasoning														
° *ARTHUR POINT SCALE OF PERFORMANCE TESTS Healy Picture Completion Test II (PC)*	5	0	2	1	0	0	0	1	1	0	0	1	1	
E. Attention Span														
6. CREATIVITY														
° *PARENT READINESS EVALUATION OF PRESCHOOLERS Verbal Total (PII)*	2	0	1	1	1	0	0	1	1	0	1	0	2	
A. Fluency														
° *ABC INVENTORY Total (ESD)*	4	1	1	1	1	1	0	1	1	0	1	1	1	
° *DETROIT TESTS OF LEARNING APTITUDE Free Association (BMC)*	6	0	3	3	2	2	0	1	1	0	0	1	2	

	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format					Administration				Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
')	4	0	2	2	1	1	0	1	1	0	0	0	1	0	1	2	0	0	1	0	3	0	0	2	2	PFPF
RJ)	6	2	3	3	2	2	0	1	1	0	1	1	2	0	1	2	0	1	0	0	2	0	0	1	2	FGFP
P)	6	0	2	2	1	1	0	1	1	0	1	1	1	1	0	2	0	1	1	0	0	0	0	1	2	FFFP
I)	3	0	1	2	1	0	0	1	1	0	1	1	2	0	1	0	0	1	1	0	0	0	0	1	0	PFFP
I)	4	0	1	2	1	0	0	1	1	0	1	0	2	0	1	0	0	1	1	0	0	0	0	1	0	PFFP
I)	4	0	1	2	1	0	0	1	1	0	1	0	2	0	1	0	0	1	1	0	0	0	0	1	0	PFFP
I)	3	0	1	2	1	0	0	1	1	0	1	1	2	0	1	0	0	1	1	0	0	0	0	1	0	PFFP
I)	4	0	1	2	1	1	0	1	1	0	1	1	2	0	1	0	0	1	1	0	0	0	0	1	0	PFFP
MC)	8	1	2	3	2	2	0	1	1	0	1	1	2	0	1	2	0	1	1	0	0	0	0	2	1	FGFP
')	6	0	3	3	2	2	0	1	1	0	0	1	1	0	1	2	0	0	1	0	2	0	0	2	1	FGFP
P)	6	0	2	2	2	2	0	1	1	0	1	1	1	1	0	2	0	1	1	0	0	0	0	1	2	FFFP
I)	5	0	2	3	2	2	0	1	1	0	1	1	2	0	1	0	0	1	1	0	0	0	0	1	0	PGFP
I)	5	0	2	2	2	2	0	1	1	0	1	1	2	0	1	0	0	1	1	0	0	0	0	1	0	PFFP
')	5	0	2	3	2	2	0	1	1	0	0	1	1	0	1	2	0	0	1	0	2	0	0	3	1	PGFF
')	5	0	2	1	0	0	0	1	1	0	0	1	1	0	0	2	0	0	0	0	0	0	0	0	1	PPPP
II)	2	0	1	1	1	0	0	1	1	0	1	0	2	0	1	0	0	1	1	0	0	0	0	1	0	PPFP
SD)	4	1	1	1	1	1	0	1	1	0	1	1	1	0	0	2	0	1	3	0	0	0	0	1	1	PFFP
MC)	6	0	3	3	2	2	0	1	1	0	0	1	2	0	1	2	0	0	1	0	0	0	0	0	0	FGFP

EDUCATIONAL OBJECTIVE TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTR				
				Comprehension		Format					Administration				
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time	Scoring	Range
	Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-
° *ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Manual Expression*	(UIP)	5	0	3	3	2	2	0	1	1	0	1	1	0	
° *ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Verbal Expression*	(UIP)	8	0	3	3	1	1	0	1	1	0	1	1	0	
° *PARENT READINESS EVALUATION OF PRESCHOOLERS Verbal Description*	(PII)	4	0	2	3	2	2	0	1	1	0	1	1	2	
° *RILEY PRESCHOOL DEVELOPMENTAL SCREENING INVENTORY Make a Boy (Girl)*	(WPS)	5	0	3	2	2	2	0	1	1	0	0	1	0	
SCREENING TEST OF ACADEMIC READINESS Human Figure Drawing	(PI)	5	0	2	2	2	2	0	1	1	2	1	1	0	
B. Flexibility															
° *CONCEPT ASSESSMENT KIT-CONSERVATION Form A or B*	(EITS)	8	1	3	3	2	2	0	1	1	0	1	1	0	
° *CONCEPT ASSESSMENT KIT-CONSERVATION Form C*	(EITS)	8	1	2	3	2	2	0	1	1	0	1	1	0	
* *PRESCHOOL ATTAINMENT RECORD Creativity*	(AGS)	4	0								0	1	1	0	
7. MEMORY															
SCREENING TEST FOR THE ASSIGNMENT OF REMEDIAL TREATMENTS Total	(PI)	4	1	1	1	0	1	0	0	1	2	1	1	1	
A. Span and Serial Memory															
° *ARTHUR POINT SCALE OF PERFORMANCE TESTS Knox Cube Test (Arthur Revision)*	(PC)	5	0	2	2	1	1	0	1	1	0	0	1	2	
° *DETROIT TESTS OF LEARNING APTITUDE Visual Attention Span for Objects*	(BMC)	6	0	2	3	0	0	0	1	1	0	0	1	2	
° *ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Visual Sequential Memory*	(UIP)	7	0	2	2	1	1	0	1	1	0	1	1	1	
° *WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Animal House*	(PC)	6	0	2	2	1	2	0	1	1	0	0	1	1	
B. Meaningful Memory															
° *DETROIT TESTS OF LEARNING APTITUDE Oral Commissions*	(BMC)	5	0	3	3	2	2	0	1	1	0	0	1	2	
° *ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Visual Reception*	(UIP)	6	0	2	3	1	1	0	1	1	0	1	1	1	
+ *PREPRIMARY PROFILE Previous Experience*	(SRA)	2	0								0	1	1	0	
C. Visual Memory															
° *PARENT READINESS EVALUATION OF PRESCHOOLERS Visual Memory*	(PII)	5	0	2	2	0	0	0	0	1	0	1	1	2	
° *PICTORIAL TEST OF INTELLIGENCE Immediate Recall*	(HMC)	8	1	3	3	2	2	0	1	1	0	1	1	2	

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EASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
		Comprehension		Format					Administration			Scoring	Interpretation												
Content and	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
5	0	3	3	2	2	0	1	1	0	1	1	0	1	0	2	0	1	1	0	0	0	0	1	2	PGFP
3	0	3	3	1	1	0	1	1	0	1	1	0	1	0	2	0	1	1	0	0	0	0	1	2	FFFP
4	0	2	3	2	2	0	1	1	0	1	1	2	0	1	0	0	1	1	0	0	0	0	1	0	PGFP
5	0	3	2	2	2	0	1	1	0	0	1	0	0	1	2	0	0	1	0	0	0	0	1	0	PGPP
5	0	2	2	2	2	0	1	1	2	1	1	0	0	1	2	0	1	1	0	0	0	0	0	1	PFFP
3	1	3	3	2	2	0	1	1	0	1	1	0	0	1	2	0	1	0	0	0	0	0	1	2	FGFP
3	1	2	3	2	2	0	1	1	0	1	1	0	0	1	2	0	1	0	0	0	0	0	1	2	FGFP
4	0								0	1	1	0	0	1	1	0	1	1	0	0	0	0	0	1	P-FP
4	1	1	1	0	1	0	0	1	2	1	1	1	0	1	2	0	1	1	0	0	0	0	2	1	PPFP
5	0	2	2	1	1	0	1	1	0	0	1	2	0	0	2	0	0	0	0	0	0	0	0	1	PFPP
6	0	2	3	0	0	0	1	1	0	0	1	2	0	1	2	0	0	1	0	0	0	0	2	2	FFFP
7	0	2	2	1	1	0	1	1	0	1	1	1	1	0	2	0	1	1	0	0	0	0	1	2	FFFP
5	0	2	2	1	2	0	1	1	0	0	1	1	0	1	2	0	0	1	1	0	0	0	2	1	FFFP
5	0	3	3	2	2	0	1	1	0	0	1	2	0	1	2	0	0	1	0	0	0	0	2	2	PGFP
6	0	2	3	1	1	0	1	1	0	1	1	1	1	0	2	0	1	1	0	0	0	0	1	2	FFFP
2	0								0	1	1	0	0	0	1	0	1	1	0	0	0	0	0	0	P-PP
5	0	2	2	0	0	0	0	1	0	1	1	2	0	1	0	0	1	1	0	0	0	0	1	0	PPFP
8	1	3	3	2	2	0	1	1	0	1	1	2	0	1	2	0	1	1	0	0	0	0	2	1	FGFP

EDUCATIONAL OBJECTIVE TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE					
			Comprehension		Format					Administration			Scoring		
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Test Administration	Training of Administrator	Administration Time		Norm Range	Interpretation
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0
SCREENING TEST FOR THE ASSIGNMENT OF REMEDIAL TREATMENTS Visual Memory (PII)	8	1	1	0	0	1	0	1	1	2	1	1	1	0	
SCREENING TEST OF ACADEMIC READINESS Picture Completion (PII)	5	0	2	1	0	1	0	1	1	2	1	1	1	0	
D. Auditory Memory															
° *DETROIT TESTS OF LEARNING APTITUDE Auditory Attention Span for Related Syllables* (BMC)	7	0	2	3	2	2	0	1	1	0	0	1	1	0	
° *DETROIT TESTS OF LEARNING APTITUDE Auditory Attention Span for Unrelated Words* (BMC)	5	0	3	3	2	2	0	1	1	0	0	1	2	0	
° *ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Auditory Sequential Memory* (UIP)	8	0	3	2	2	2	0	1	1	0	1	1	1	1	
° *PARENT READINESS EVALUATION OF PRESCHOOLERS Auditory Memory* (PII)	5	0	2	2	1	0	0	1	1	0	1	1	2	0	
° *PARENT READINESS EVALUATION OF PRESCHOOLERS Listening* (PII)	6	0	2	3	2	2	0	1	1	0	1	1	2	0	
SCREENING TEST FOR THE ASSIGNMENT OF REMEDIAL TREATMENTS Auditory Memory (PII)	4	1	1	0	0	0	0	1	1	2	1	1	1	0	
° *VALETT DEVELOPMENTAL SURVEY OF BASIC LEARNING ABILITIES Auditory Discrimination* (CPP)	3	0	3	3	1	1	0	1	1	0	1	0	0	0	
° *WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Sentences* (PC)	8	0	3	3	2	2	0	1	1	0	0	1	1	0	
THE PSYCHOMOTOR DOMAIN															
8. Physical Coordination															
* *GESELL DEVELOPMENTAL SCHEDULES Motor* (PC)	4	0								0	0	1	0	1	
° *HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Total* (MSH)	4	0	2	2	1	1	0	1	1	0	0	0	0	0	
° *MERRILL-PALMER SCALE OF MENTAL TESTS Total* (CHS)	6	2	3	3	1	1	0	1	1	0	0	0	0	1	
OSERETSKY TESTS OF MOTOR PROFICIENCY Total (AGS)	5	0	3	3	2	2	0	1	1	1	1	1	1	0	
* *PRESCHOOL ATTAINMENT RECORD Total* (AGS)	2	0								0	1	1	0	0	
* *QUICK SCREENING SCALE OF MENTAL DEVELOPMENT Total* (PA)	4	0								0	0	1	2	1	
° *RING AND PEG TESTS OF BEHAVIOR DEVELOPMENT Total* (PA)	4	2	3	2	2	2	0	1	1	0	0	1	0	1	
* *SCHOOL READINESS CHECKLIST Total* (RC)	3	3								0	1	1	0	0	
° *VALETT DEVELOPMENTAL SURVEY OF BASIC LEARNING ABILITIES Motor Integration and Physical Development* (CPP)	6	0	3	3	2	2	0	1	1	0	1	0	0	0	
A. Eye-Hand Coordination															

MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
		Comprehension		Format					Administration			Scoring	Interpretation												
Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
0-19	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
8	1	1	0	0	1	0	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	0	2	1	FPFP
5	0	2	1	0	1	0	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	0	0	1	PFFP
7	0	2	3	2	2	0	1	1	0	0	1	1	0	1	2	0	0	1	0	0	0	0	3	2	FGFP
5	0	3	3	2	2	0	1	1	0	0	1	2	0	1	2	0	0	1	0	0	0	0	2	2	PGFP
8	0	3	2	2	2	0	1	1	0	1	1	1	1	0	2	0	1	1	0	0	0	0	1	2	FGFP
5	0	2	2	1	0	0	1	1	0	1	1	2	0	1	0	0	1	1	0	0	0	0	1	0	PFFP
6	0	2	3	2	2	0	1	1	0	1	1	2	0	1	0	0	1	1	0	0	0	0	1	0	FGFP
4	1	1	0	0	0	0	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	0	2	1	PPFP
3	0	3	3	1	1	0	1	1	0	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	PFPP
8	0	3	3	2	2	0	1	1	0	0	1	1	0	1	2	0	0	1	0	2	0	0	2	1	FGFP
4	0								0	0	1	0	1	1	2	0	0	0	0	0	0	0	0	0	P-PP
4	0	2	2	1	1	0	1	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	1	PFPP
6	2	3	3	1	1	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	0	0	2	2	FFPP
5	0	3	3	2	2	0	1	1	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	1	PGFP
2	0								0	1	1	0	0	1	1	0	1	1	0	0	0	0	0	1	P-FP
4	0								0	0	1	2	1	1	1	0	0	0	0	0	0	0	0	0	P-FP
4	2	3	2	2	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	3	0	0	2	1	FGPF
3	3								0	1	1	0	0	1	2	0	1	3	0	0	0	0	0	1	F-FP
6	0	3	3	2	2	0	1	1	0	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	FGPP

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINIS			
				Comprehension		Format					Administration			Scoring
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time	
	Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2
°	*ARTHUR POINT SCALE OF PERFORMANCE TESTS Seguin Form Board (Arthur Revision)* (PC)	5	0	3	3	1	1	0	1	1	0	0	1	2
°	*BENDER VISUAL MOTOR GESTALT TEST Total* (AOA)	7	2	2	2	1	1	0	1	1	0	0	1	0
°	*CANADIAN INTELLIGENCE TEST Total* (RP)	4	0	2	2	1	1	0	1	1	0	1	0	0
°	*DETROIT TESTS OF LEARNING APTITUDE Memory for Designs* (BM)	4	0	2	2	2	2	0	1	1	0	0	1	0
	DEVELOPMENTAL TEST OF VISUAL-MOTOR INTEGRATION Total (FEC)	6	2	3	3	1	1	0	1	1	1	1	0	0
*	*GESELL DEVELOPMENTAL SCHEDULES Adaptive* (PC)	3	0								0	0	1	0
	MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Eye-Motor Coordination (CPS)	7	0	3	2	1	1	0	1	1	1	0	1	1
	MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Spatial Relationships (CPS)	6	0	2	2	1	1	0	1	1	1	0	1	1
°	*MOORE EYE-HAND COORDINATION TEST Total* (JMA)	4	1	3	2	1	2	0	1	1	0	1	1	2
°	*PARENT READINESS EVALUATION OF PRESCHOOLERS Motor Coordination* (PII)	3	0	1	2	1	1	0	1	1	0	1	1	2
°	*RILEY PRESCHOOL DEVELOPMENTAL SCREENING INVENTORY Designs* (WPS)	5	0	3	3	2	2	0	1	1	0	0	1	0
°	*RUTGERS DRAWING TEST Total* (ASS)	6	3	2	3	1	2	0	1	1	0	1	1	0
	SCREENING TEST FOR THE ASSIGNMENT OF REMEDIAL TREATMENTS Visual Copying (PII)	7	1	1	3	0	1	0	0	1	2	1	1	1
	SCREENING TEST OF ACADEMIC READINESS Copying (PII)	6	0	2	2	1	1	0	1	1	2	1	1	0
	SLOSSON DRAWING COORDINATION TEST Total (SEP)	8	1	2	1	1	0	0	1	1	2	1	1	0
°	*SOUTHERN CALIFORNIA MOTOR ACCURACY TEST Total* (WPS)	7	2	3	3	2	2	0	1	0	0	0	1	1
°	*VALETT DEVELOPMENTAL SURVEY OF BASIC LEARNING ABILITIES Visual-Motor Coordination* (CPP)	8	0	3	3	1	1	0	1	1	0	1	0	0
°	*WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Geometric Design* (PC)	6	0	3	3	2	2	0	1	1	0	0	1	0
	B. Small Muscle Coordination													
°	*DETROIT TESTS OF LEARNING APTITUDE Motor Speed and Precision* (BMC)	6	0	2	2	1	0	0	1	1	0	0	1	1
*	*PRESCHOOL ATTAINMENT RECORD Manipulation* (AGS)	4	0								0	1	1	0
	C. Large Muscle and Motor Coordination													
*	*PREPRIMARY PROFILE Skill Development* (SRA)	4	0								0	1	1	0

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SUREMENT ALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
		Comprehension		Format					Administration				Interpretation												
	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
	0	3	3	1	1	0	1	1	0	0	1	2	0	0	2	0	0	0	0	0	0	0	0	1	PFPP
	2	2	2	1	1	0	1	1	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	FFPP
	0	2	2	1	1	0	1	1	0	1	0	0	0	1	1	0	1	0	0	0	0	0	0	2	PFPP
	0	2	2	2	2	0	1	1	0	0	1	0	0	1	2	0	0	1	0	0	0	0	2	2	PFPP
	2	3	3	1	1	0	1	1	1	1	0	0	0	1	2	0	1	2	0	0	0	0	2	1	FFFP
	0								0	0	1	0	1	1	2	0	0	0	0	0	0	0	0	0	P-PP
	0	3	2	1	1	0	1	1	1	0	1	1	0	0	2	0	0	0	0	0	0	0	1	1	PFPP
	0	2	2	1	1	0	1	1	1	0	1	1	0	0	2	0	0	0	0	0	0	0	1	1	FFPP
	1	3	2	1	2	0	1	1	0	1	1	2	1	1	2	0	1	0	3	0	0	0	2	2	PFFF
	0	1	2	1	1	0	1	1	0	1	1	2	0	1	0	0	1	1	0	0	0	0	1	0	PFFP
	0	3	3	2	2	0	1	1	0	0	1	0	0	1	2	0	0	1	0	0	0	0	1	0	PGPP
	3	2	3	1	2	0	1	1	0	1	1	0	1	1	2	0	0	0	0	0	0	0	1	1	FFFP
	1	1	3	0	1	0	0	1	2	1	1	1	0	1	2	0	1	1	0	0	0	0	2	1	FFFP
	0	2	2	1	1	0	1	1	2	1	1	0	0	1	2	0	1	1	0	0	0	0	0	1	FFFP
	1	2	1	1	0	0	1	1	2	1	1	0	1	0	2	0	1	1	0	0	0	0	1	2	FFFP
	2	3	3	2	2	0	1	0	0	0	1	1	0	1	0	0	0	1	3	1	0	0	1	2	FGPF
	0	3	3	1	1	0	1	1	0	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	FFPP
	0	3	3	2	2	0	1	1	0	0	1	0	0	1	2	0	0	1	0	2	0	0	3	1	FGPF
	0	2	2	1	0	0	1	1	0	0	1	1	0	1	2	0	0	1	0	0	0	0	0	0	FFFP
	0								0	1	1	0	0	1	1	0	1	1	0	0	0	0	0	1	P-FP
	0								0	1	1	0	0	0	1	0	1	0	0	0	0	0	0	0	P-PP

EDUCATIONAL OBJECTIVE TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USA					
				Comprehension		Format					Administration			Scoring		
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation
Rating Range		0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1
4 *PRESCHOOL ATTAINMENT RECORD Ambulation*	*(AGS)*	5	0								0	1	1	0	0	1
° *SOUTHERN CALIFORNIA PERCEPTUAL - MOTOR TESTS Bi-Lateral Motor Coordination*	*(WPS)*	4	0	2	3	2	2	0	1	1	0	0	1	0	0	1
° *SOUTHERN CALIFORNIA PERCEPTUAL - MOTOR TESTS Crossing Mid-Line of Body*	*(WPS)*	4	0	2	2	2	2	0	1	1	0	0	1	1	0	1
° *SOUTHERN CALIFORNIA PERCEPTUAL - MOTOR TESTS Imitation of Postures*	*(WPS)*	4	0	2	3	2	2	0	1	1	0	0	1	1	0	1
° *SOUTHERN CALIFORNIA PERCEPTUAL - MOTOR TESTS Standing Balance: Eyes Closed*	*(WPS)*	4	0	3	3	2	2	0	1	1	0	0	1	1	0	1
° *SOUTHERN CALIFORNIA PERCEPTUAL - MOTOR TESTS Standing Balance: Eyes Open*	*(WPS)*	4	0	3	3	2	2	0	1	1	0	0	1	1	0	1
THE SUBJECT-ACHIEVEMENT DOMAIN																
9. ARTS AND CRAFTS																
A. Arts and Crafts Comprehension																
B. Expressive and Representational Skill in Arts and Crafts																
GOODENOUGH-HARRIS DRAWING TESTS Point Scale: Man	*(HBJ)*	4	0	3	3	2	2	0	1	1	1	0	1	0	0	1
GOODENOUGH-HARRIS DRAWING TESTS Point Scale: Self	*(HBJ)*	4	0	3	3	2	2	0	1	1	1	0	1	0	0	1
GOODENOUGH-HARRIS DRAWING TESTS Point Scale: Woman	*(HBJ)*	4	0	3	3	2	2	0	1	1	1	0	1	0	0	1
GOODENOUGH-HARRIS DRAWING TESTS Quality Scale: Man	*(HBJ)*	4	0	3	3	2	2	0	1	1	1	0	1	0	0	1
GOODENOUGH-HARRIS DRAWING TESTS Quality Scale: Woman	*(HBJ)*	4	0	3	3	2	2	0	1	1	1	0	1	0	0	1
10. FOREIGN LANGUAGE																
A. Oral Comprehension of a Foreign Language																
B. Speaking Fluency in a Foreign Language																
C. Interest in and Application of a Foreign Language																
D. Cultural Insight Through a Foreign Language																
11. FUNCTION AND STRUCTURE OF THE HUMAN BODY																
° *PRESCHOOL INVENTORY Personal - Social Responsiveness*	*(ETS)*	3	0	2	2	1	1	0	1	1	0	1	1	1	0	0
A. Identification of Body Parts and Positions																

MENT TY	EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
	Comprehension		Format					Administration				Interpretation												
Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
0								0	1	1	0	0	1	1	0	1	1	0	0	0	0	0	1	P-FP
0	2	3	2	2	0	1	1	0	0	1	0	0	1	2	0	0	0	1	0	0	0	1	2	PFPP
0	2	2	2	2	0	1	1	0	0	1	1	0	1	2	0	0	0	0	0	0	0	1	2	PFPP
0	2	3	2	2	0	1	1	0	0	1	1	0	1	2	0	0	0	1	0	0	0	1	2	PGPP
0	2	3	2	2	0	1	1	0	0	1	1	0	1	2	0	0	0	1	0	0	0	1	2	PGPP
0	3	3	2	2	0	1	1	0	0	1	1	0	1	2	0	0	0	0	0	0	0	1	2	PGPP
0	3	3	2	2	0	1	1	0	0	1	1	0	1	2	0	0	0	0	0	0	0	1	2	PGPP
0	3	3	2	2	0	1	1	1	0	1	0	0	1	2	0	0	0	0	0	0	0	1	2	PGPP
0	3	3	2	2	0	1	1	1	0	1	0	0	1	2	0	0	0	0	0	0	0	1	2	PGPP
0	3	3	2	2	0	1	1	1	0	1	0	0	1	2	0	0	0	0	0	0	0	1	2	PGPP
0	3	3	2	2	0	1	1	1	0	1	0	0	1	2	0	0	0	0	0	0	0	1	2	PGPP
0	3	3	2	2	0	1	1	1	0	1	0	0	1	2	0	0	0	0	0	0	0	1	2	PGPP
0	2	2	1	1	0	1	1	0	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	PFPP

EDUCATIONAL OBJECTIVE TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINIST				
			Comprehension		Format					Administration			Scoring	
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Test Administration	Training of Administrator	Administration Time		
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	
° *SOUTHERN CALIFORNIA PERCEPTUAL - MOTOR TESTS Right-Left Discrimination (WPS)*	8	0	2	2	2	2	0	1	1	0	0	1	1	
B. Growth and Development														
C. Knowledge of Emotional Health														
D. Identification of Self and Surroundings														
12. HEALTH														
A. Knowledge of Personal Hygiene and Grooming														
B. Practicing Personal Hygiene and Grooming														
* *PREPRIMARY PROFILE Self Care (SRA)*	4	0								0	1	1	0	
* *PRESCHOOL ATTAINMENT RECORD Responsibility (AGS)*	3	0								0	1	1	0	
C. Knowledge of Food and Nutrition														
D. Practicing Food and Nutrition														
E. Knowledge of Prevention and Control of Disease														
F. Practicing Prevention and Control of Disease														
13. MATHEMATICS														
A. Counting and Operations with Integers														
° *DETROIT TESTS OF LEARNING APTITUDE Number Ability (BMC)*	6	0	2	3	1	2	0	1	1	0	0	1	2	
° *PICTORIAL TEST OF INTELLIGENCE Size and Number (HMC)*	4	1	2	3	2	2	0	1	1	0	1	1	2	
* *PRESCHOOL ATTAINMENT RECORD Ideation (AGS)*	3	0								0	1	1	0	
° *PRESCHOOL INVENTORY Concept Activation - Numerical (ETS)*	4	0	2	2	1	1	0	1	1	0	1	1	1	
° *SCHOOL READINESS SURVEY Number Concepts (CPP)*	4	0	2	1	0	1	0	1	1	0	1	1	2	
SCREENING TEST OF ACADEMIC READINESS Numbers (PII)	4	0	2	2	1	1	0	1	1	2	1	1	1	
° *VALETT DEVELOPMENTAL SURVEY OF BASIC LEARNING ABILITIES Conceptual Development (OPP)*	3	0	3	3	1	1	0	1	1	0	1	0	0	
° *WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Arithmetic (PC)*	6	0	3	3	2	2	0	1	1	0	0	1	2	

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MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
		Comprehension		Format					Administration			Scoring	Interpretation												
Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can-Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good - Fair - Poor
8	0	2	0	2	2	0	1	1	0	0	1	1	0	1	2	0	0	0	0	0	0	0	0	2	FFPP
4	0								0	1	1	0	0	0	1	0	1	0	0	0	0	0	0	0	P-PP
3	0								0	1	1	0	0	1	1	0	1	1	0	0	0	0	0	1	P-FP
6	0	2	3	1	2	0	1	1	0	0	1	2	0	1	2	0	0	1	0	0	0	0	2	2	FFFP
4	1	2	3	2	2	0	1	1	0	1	1	2	0	1	2	0	1	1	0	0	0	0	2	1	PGFP
3	0								0	1	1	0	0	1	1	0	1	1	0	0	0	0	0	1	P-FP
4	0	2	2	1	1	0	1	1	0	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	PFPP
4	0	2	1	0	1	0	1	1	0	1	1	2	0	1	2	0	1	3	0	0	0	0	1	1	PFGP
4	0	2	2	1	1	0	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	0	0	1	PFFP
3	0	3	3	1	1	0	1	1	0	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	PFPP
6	0	3	3	2	2	0	1	1	0	0	1	2	0	1	2	0	0	1	0	2	0	0	2	1	FGFP

EDUCATIONAL OBJECTIVE TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTR				
			Comprehension		Format					Administration			Scoring	
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0
B. Comprehension of Sets in Mathematics														
C. Comprehension of Numbers in Mathematics														
D. Comprehension of Equality and Inequality in Mathematics														
E. Arithmetic Problem Solving														
F. Measurement Reading and Making														
G. Geometric Vocabulary and Recognition														
14. MUSIC														
A. Aural Identification and Music Knowledge														
B. Singing														
C. Instrument Playing														
D. Rhythmic Response (Dance)														
15. ORAL LANGUAGE SKILLS														
° *MINNESOTA PRESCHOOL SCALE Verbal (AGS)*	4	0	3	3	1	1	0	1	1	0	1	0	0	
A. Oral Semantic Skills														
° *DETROIT TESTS OF LEARNING APTITUDE Orientation (BMC)*	2	0	2	3	2	2	0	1	1	0	0	1	1	
° *DETROIT TESTS OF LEARNING APTITUDE Pictorial Absurdities (BMC)*	2	0	2	3	1	0	0	1	1	0	0	1	1	
* *GESELL DEVELOPMENTAL SCHEDULES Language (PC)*	6	0								0	0	1	0	
° *HOLBORN VOCABULARY TEST FOR YOUNG CHILDREN Total (GGHC)*	5	0	1	1	2	2	0	1	1	0	1	0	2	
° *HOUSTON TEST FOR LANGUAGE DEVELOPMENT Total (HTC)*	4	0	2	2	1	1	0	1	1	0	0	0	0	
° *PARENT READINESS EVALUATION OF PRESCHOOLERS General Information (PII)*	5	0	2	2	2	2	0	1	1	0	1	1	2	
° *PARENT READINESS EVALUATION OF PRESCHOOLERS Language (PII)*	5	0	3	3	1	1	0	1	1	0	1	1	2	
* *PREPRIMARY PROFILE Language Development (SRA)*	4	0								0	1	1	0	
* *PRESCHOOL ATTAINMENT RECORD Communication (AGS)*	5	0								0	1	1	0	

MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
		Comprehension		Format					Administration				Interpretation												
Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
4	0	3	3	1	1	0	1	1	0	1	0	0	1	1	1	0	1	1	0	0	2	0	2	2	PFFF
2	0	2	3	2	2	0	1	1	0	0	1	1	0	1	2	0	0	1	0	0	0	0	2	2	PGFP
2	0	2	3	1	0	0	1	1	0	0	1	1	0	1	2	0	0	1	0	0	0	0	1	2	PFFP
6	0								0	0	1	0	1	1	2	0	0	0	0	0	0	0	0	0	F-PP
5	0	1	1	2	2	0	1	1	0	1	0	2	0	1	1	0	1	0	0	0	0	0	1	1	PFFP
4	0	2	2	1	1	0	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	PFPP
5	0	2	2	2	2	0	1	1	0	1	1	2	0	1	0	0	1	1	0	0	0	0	1	0	PFFP
5	0	3	3	1	1	0	1	1	0	1	1	2	0	1	0	0	1	1	0	0	0	0	1	0	PFFP
4	0								0	1	1	0	0	0	1	0	1	1	0	0	0	0	0	0	P-PP
5	0								0	1	1	0	0	1	1	0	1	1	0	0	0	0	0	1	P-FP

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRA				
				Comprehension		Format					Administration				
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time	Scoring	Range
	Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-
*	*PRESCHOOL ATTAINMENT RECORD Information (AGS)*	4	0								0	1	1	0	0
°	*PRESCHOOL INVENTORY Associative Vocabulary (ETS)*	5	0	2	2	2	2	0	1	1	0	1	1	1	0
°	*PRESCHOOL INVENTORY Total (ETS)*	4	1	2	2	1	1	0	1	1	0	1	1	0	0
°	*SCHOOL READINESS SURVEY General Information (CPP)*	4	0	3	3	1	1	0	1	1	0	1	1	2	0
°	*SCHOOL READINESS SURVEY Speaking Vocabulary (CPP)*	5	0	2	3	1	1	0	1	1	0	1	1	2	0
°	*VALETT DEVELOPMENTAL SURVEY OF BASIC LEARNING ABILITIES Language Development and Verbal Fluency (CPP)*	7	0	3	3	2	2	0	1	1	0	1	0	0	0
°	*VERBAL LANGUAGE DEVELOPMENT SCALE Total (AGS)*	3	0	3	3	2	2	0	1	1	0	1	1	0	0
°	*WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Information (PC)*	6	0	3	2	2	2	0	1	1	0	0	1	1	0
°	*WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Verbal Score (PC)*	4	0	2	2	2	2	0	1	1	0	0	0	1	0
°	*WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Vocabulary (PC)*	7	0	2	3	2	2	0	1	1	0	0	1	1	0
	B. Oral Phonology Skills														
°	*ARIZONA ARTICULATION PROFICIENCY SCALE Total (WPS)*	8	0	3	3	1	1	0	1	1	0	0	1	0	0
°	*ARIZONA ARTICULATION PROFICIENCY SCALE - REVISED Total (WPS)*	8	0	3	3	2	1	0	1	1	0	0	1	0	0
°	*LARADON ARTICULATION SCALE Total (WPS)*	7	0	3	3	1	1	0	1	0	0	0	1	1	0
°	*TEMPLIN-DARLEY TESTS OF ARTICULATION Consonant Clusters (BERS)*	6	0	4	3	1	1	0	1	1	0	0	1	0	0
°	*TEMPLIN-DARLEY TESTS OF ARTICULATION Diagnostic Test (BERS)*	8	2	4	3	1	1	0	1	1	0	0	0	0	0
°	*TEMPLIN-DARLEY TESTS OF ARTICULATION Grouping of Consonant Singles (BERS)*	6	0	4	3	1	1	0	1	1	0	0	1	0	0
°	*TEMPLIN-DARLEY TESTS OF ARTICULATION Groupings of Vowels and Dipthongs (BERS)*	5	0	4	3	1	1	0	1	1	0	0	1	0	0
°	*TEMPLIN-DARLEY TESTS OF ARTICULATION Iowa Pressure Articulation Test (BERS)*	5	0	4	3	1	1	0	1	1	0	0	1	0	0
°	*TEMPLIN-DARLEY TESTS OF ARTICULATION Screening Test (BERS)*	8	2	4	3	1	1	0	1	1	0	0	1	0	1
	C. Oral Syntactic Skills														
	D. Oral Morphology Skills														
°	*ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Grammatic Closure (UIP)*	8	0	2	2	1	1	0	1	1	0	1	1	1	1

EVALUATIONS

	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format					Administration				Scoring	Interpretation											
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time			Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
Rating Range	**0-10**	**0-5**	**0-4**	**0-4**	**0-2**	**0-2**	**0-1**	**0-1**	**0-1**	**0-2**	**0-1**	**0-1**		**0-2**	**0-1**	**0-1**	**0-2**	**0-1**	**0-1**	**0-3**	**0-3**	**0-3**	**0-3**	**0-1**	**0-3**	**0-2**	**Good-Fair-Poor**
(AGS)	4	0								0	1	1		0	0	1	1	0	1	1	0	0	0	0	0	1	P-FP
(ETS)	6	0	2	2	2	2	0	1	1	0	1	1		1	0	0	0	0	1	0	0	0	0	0	0	0	FFPP
(ETS)	4	1	2	2	1	1	0	1	1	0	1	1		0	0	1	1	0	1	1	0	2	0	0	2	2	PFFF
(CPP)	4	0	3	3	1	1	0	1	1	0	1	1		2	0	1	2	0	1	3	0	0	0	0	1	1	PFGP
(CPP)	5	0	2	3	1	1	0	1	1	0	1	1		2	0	1	2	0	1	3	0	0	0	0	2	1	PFGP
BILITIES (CPP)	7	0	3	3	2	2	0	1	1	0	1	0		0	0	0	0	0	1	1	0	0	0	0	0	0	FGPP
(AGS)	3	0	3	3	2	2	0	1	1	0	1	1		0	1	0	2	0	1	0	0	0	0	0	2	2	PGFP
GENCE (PC)	6	0	3	2	2	2	0	1	1	0	0	1		1	0	1	2	0	0	1	0	2	0	0	2	1	FGFP
GENCE (PC)	4	0	2	2	2	2	0	1	1	0	0	0		1	0	1	2	0	0	1	0	3	0	0	2	2	PFPF
GENCE (PC)	7	0	2	3	2	2	0	1	1	0	0	1		1	0	1	2	0	0	1	0	2	0	0	3	1	FGFF
(WPS)	8	0	3	3	1	1	0	1	1	0	0	1		0	0	0	1	0	0	1	0	0	0	0	1	0	FFPP
D (WPS)	8	0	3	3	2	1	0	1	1	0	0	1		0	0	1	1	0	0	1	0	0	0	0	1	1	FFPP
(WPS)	7	0	3	3	1	1	0	1	0	0	0	1		1	0	1	1	0	0	1	0	0	0	0	0	1	FFPP
(BERS)	6	0	4	3	1	1	0	1	1	0	0	1		0	0	1	2	0	0	1	0	0	0	0	2	1	FGPP
(BERS)	8	2	4	3	1	1	0	1	1	0	0	0		0	0	1	2	0	0	2	0	0	0	0	2	1	FGPP
(BERS)	6	0	4	3	1	1	0	1	1	0	0	1		0	0	1	2	0	0	1	0	0	0	0	2	1	FGPP
(BERS)	5	0	4	3	1	1	0	1	1	0	0	1		0	0	1	2	0	0	1	0	0	0	0	2	1	PGPP
(BERS)	5	0	4	3	1	1	0	1	1	0	0	1		0	0	1	2	0	0	1	0	0	0	0	2	1	PGPP
(BERS)	8	2	4	3	1	1	0	1	1	0	0	1		0	0	1	2	0	0	3	3	0	0	0	2	1	FGFF
(UIP)	8	0	2	2	1	1	0	1	1	0	1	1		1	1	0	2	0	1	1	0	0	0	0	1	2	FFFP

EDUCATIONAL OBJECTIVE TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY								
				Comprehension		Format					Administration			Scoring	Interpretation				
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter
Rating Range		0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1
16. READINESS SKILLS																			
° *ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Composite*	(UIP)	3	1	2	2	1	1	0	1	1	0	1	0	0	1	0	2	0	1
° *KAHN INTELLIGENCE TEST Total*	(PTS)	4	3	3	3	1	1	0	1	0	0	1	1	1	0	1	1	0	1
° *PICTORIAL TEST OF INTELLIGENCE Total*	(HMC)	5	1	3	3	2	2	0	1	1	0	1	1	2	0	1	2	0	1
SCREENING TEST OF ACADEMIC READINESS Total	(PII)	4	1	2	2	1	0	0	1	1	2	1	0	0	0	1	2	0	1
A. General Readiness Skills																			
° *ASSESSMENT OF CHILDREN'S LANGUAGE COMPREHENSION Total*	(CPP)	5	0	3	2	1	1	0	1	1	0	1	1	2	0	1	2	0	1
° *DETROIT TESTS OF LEARNING APTITUDE Pictorial Opposites*	(BMC)	4	0	3	2	1	0	0	1	1	0	0	1	2	0	1	2	0	0
° *FULL-RANGE PICTURE VOCABULARY TEST Total*	(PTS)	7	1	2	3	1	0	0	1	1	0	1	1	2	1	1	2	0	1
° *ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Auditory Reception*	(UIP)	6	0	2	2	2	2	0	1	1	0	1	1	1	1	0	2	0	1
° *PARENT READINESS EVALUATION OF PRESCHOOLERS Comprehension*	(PII)	2	0	1	2	2	2	0	1	1	0	1	1	2	0	1	0	0	1
° *PARENT READINESS EVALUATION OF PRESCHOOLERS Identification*	(PII)	4	0	1	2	1	2	0	1	1	0	1	1	2	0	1	0	0	1
° *PEABODY PICTURE VOCABULARY TEST Total*	(AGS)	7	4	2	3	1	1	0	1	1	0	1	1	2	1	1	2	0	1
° *PICTORIAL TEST OF INTELLIGENCE Information and Comprehension*	(HMC)	5	1	2	3	2	2	0	1	1	0	1	1	2	0	1	2	0	1
° *PICTORIAL TEST OF INTELLIGENCE Picture Vocabulary*	(HMC)	7	1	2	3	2	2	0	1	1	0	1	1	2	0	1	2	0	1
° *QUICK TEST Form 1*	(PTS)	4	1	2	2	1	0	0	1	1	0	1	1	2	1	1	2	0	1
° *QUICK TEST Form 2*	(PTS)	4	1	2	2	1	0	0	1	1	0	1	1	2	1	1	2	0	1
° *QUICK TEST Form 3*	(PTS)	4	1	2	2	1	0	0	1	1	0	1	1	2	1	1	2	0	1
° *QUICK TEST Form 1 + 2*	(PTS)	5	1	2	2	1	0	0	1	1	0	1	0	2	1	1	2	0	1
° *QUICK TEST Form 1 + 3*	(PTS)	5	1	2	2	1	0	0	1	1	0	1	0	2	1	1	2	0	1
° *QUICK TEST Form 2 + 3*	(PTS)	5	1	2	2	1	0	0	1	1	0	1	0	2	1	1	2	0	1
° *QUICK TEST Form 1 + 2 + 3*	(PTS)	5	1	2	2	1	0	0	1	1	0	1	0	2	1	1	2	0	1
° *SCHOOL READINESS SURVEY Listening Vocabulary*	(CPP)	5	0	2	2	1	1	0	1	1	0	1	1	2	0	1	2	0	1

EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
Comprehension		Format					Administration			Scoring	Interpretation						Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?							
0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good · Fair · Poor
2	2	1	1	0	1	1	0	1	0	0	1	0	2	0	1	1	0	0	0	0	2	2	PFFP
3	3	1	1	0	1	0	0	1	1	1	0	1	1	0	1	1	0	0	0	0	0	2	FFFP
3	3	2	2	0	1	1	0	1	1	2	0	1	2	0	1	1	2	2	0	0	2	2	FGFF
2	2	1	0	0	1	1	2	1	0	0	0	1	2	0	1	1	3	3	0	0	2	2	PFFF
3	2	1	1	0	1	1	0	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	PFFP
3	2	1	0	0	1	1	0	0	1	2	0	1	2	0	0	1	0	0	0	0	2	2	PFFP
2	3	1	0	0	1	1	0	1	1	2	1	1	2	0	1	1	0	0	2	0	1	2	FFFP
2	2	2	2	0	1	1	0	1	1	1	1	0	2	0	1	1	0	0	0	0	1	2	FFFP
1	2	2	2	0	1	1	0	1	1	2	0	1	0	0	1	1	0	0	0	0	1	0	PFFP
1	2	1	2	0	1	1	0	1	1	2	0	1	0	0	1	1	0	0	0	0	1	0	PFFP
2	3	1	1	0	1	1	0	1	1	2	1	1	2	0	1	1	0	0	2	0	3	2	GFFF
2	3	2	2	0	1	1	0	1	1	2	0	1	2	0	1	1	0	0	0	0	2	1	FGFP
2	3	2	2	0	1	1	0	1	1	2	0	1	2	0	1	1	0	0	0	0	2	1	FGFP
2	2	1	0	0	1	1	0	1	1	2	1	1	2	0	1	1	0	0	1	0	2	1	PFFP
2	2	1	0	0	1	1	0	1	1	2	1	1	2	0	1	1	0	0	1	0	2	1	PFFP
2	2	1	0	0	1	1	0	1	1	2	1	1	2	0	1	1	0	0	1	0	2	1	PFFP
2	2	1	0	0	1	1	0	1	0	2	1	1	2	0	1	1	0	0	2	0	2	1	FFFP
2	2	1	0	0	1	1	0	1	0	2	1	1	2	0	1	1	0	0	2	0	2	1	FFFP
2	2	1	0	0	1	1	0	1	0	2	1	1	2	0	1	1	0	0	2	0	2	1	FFFP
2	2	1	0	0	1	1	0	1	0	2	1	1	2	0	1	1	0	0	2	0	2	1	FFFP
2	2	1	1	0	1	1	0	1	1	2	0	1	2	0	1	3	0	0	0	0	1	1	PFGP

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY							
			Comprehension		Format					Administration			Scoring	Interpreta			
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	
SCREENING TEST OF ACADEMIC READINESS Picture Description (PII)	4	0	3	3	1	1	0	1	1	2	1	1	1	0	1	2	
SCREENING TEST OF ACADEMIC READINESS Picture Vocabulary (PII)	6	0	2	3	0	0	0	1	1	2	1	1	1	0	1	2	
SCREENING TEST OF ACADEMIC READINESS Relationships (PII)	4	0	2	2	0	0	0	1	1	2	1	1	1	0	1	2	
SCREENING TEST OF ACADEMIC READINESS Relationships (PII)	4	0	2	2	0	0	0	1	1	2	1	1	1	0	1	2	
° *SLOSSON INTELLIGENCE TEST FOR CHILDREN AND ADULTS Total* (SEP)	6	3	2	3	2	2	0	1	1	0	1	1	1	1	1	1	
° *SPRIGLE SCHOOL READINESS SCREENING TEST Total* (PCRC)	3	1	2	3	1	1	0	1	1	0	1	0	1	0	0	2	
° *STANFORD-BINET INTELLIGENCE SCALE Total* (HMC)	2	0	3	3	1	1	0	1	1	0	0	0	0	1	1	2	
TESTS OF BASIC EXPERIENCES Level K - General Concepts Test (CTB)	6	0	2	2	1	1	0	1	1	2	1	0	2	0	1	2	
TESTS OF BASIC EXPERIENCES Level K - Language (CTB)	5	0	2	3	1	1	0	1	1	2	1	0	2	0	1	2	
TESTS OF BASIC EXPERIENCES Level K - Mathematics (CTB)	5	0	2	3	1	1	0	1	1	2	1	0	2	0	1	2	
TESTS OF BASIC EXPERIENCES Level K - Social Studies (CTB)	5	0	2	2	1	1	0	1	1	2	1	0	2	0	1	2	
° *TESTS OF GENERAL ABILITY - INTER-AMERICAN SERIES Verbal-Numerical* (GTA)	6	1	2	3	1	1	0	1	1	0	1	0	2	0	1	1	
° *VAN ALSTYNE PICTURE VOCABULARY TEST Total* (HBJ)	9	4	3	4	1	1	0	1	1	0	1	1	2	1	1	2	
B. Visual Discrimination and Recognition																	
° *ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Visual Closure* (UIP)	5	0	2	2	0	1	0	1	1	0	1	1	2	1	0	2	
° *LEITER INTERNATIONAL PERFORMANCE SCALE (Arthur Adaptation) Total* (CHS)	6	0	3	3	2	2	0	1	1	0	0	0	2	0	1	1	
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Constancy of Shape (CPS)	4	0	1	1	1	1	0	1	1	1	0	1	1	0	0	2	
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Figure-Ground (CPS)	5	0	3	2	1	1	0	1	1	1	0	1	1	0	0	2	
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Position in Space (CPS)	4	0	2	1	1	1	0	1	1	1	0	1	2	0	0	2	
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Total (CPS)	4	0	1	1	1	1	0	1	1	1	0	1	1	0	0	2	
° *MINNESOTA PRESCHOOL SCALE Total* (AGS)	4	0	3	3	1	1	0	1	1	0	1	0	0	1	1	1	
° *PICTORIAL TEST OF INTELLIGENCE Form Discrimination* (HMC)	7	1	3	3	2	2	0	1	1	0	1	1	2	0	1	2	
° *PRESCHOOL INVENTORY Concept Activation-Sensory* (ETS)	4	0	2	2	1	1	0	1	1	0	1	1	0	0	0	0	
° *SCHOOL READINESS SURVEY Color Naming* (CPP)	5	0	3	3	1	1	0	1	1	0	1	1	2	0	1	2	

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MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
		Comprehension		Format					Administration			Scoring	Interpretation						Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?							
0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
4	0	3	3	1	1	0	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	0	0	1	PFFP
6	0	2	3	0	0	0	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	0	0	1	FFFP
4	0	2	2	0	0	0	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	0	0	1	PFFP
6	3	2	3	2	2	0	1	1	0	1	1	1	1	1	1	0	1	1	3	0	0	0	0	2	FFFP
3	1	2	3	1	1	0	1	1	0	1	0	1	0	0	2	0	1	2	0	0	0	0	0	0	PFFP
2	0	3	3	1	1	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	0	0	2	2	PFPP
6	0	2	2	1	1	0	1	1	2	1	0	2	0	1	2	1	1	1	0	1	0	0	2	2	FFGP
5	0	2	3	1	1	0	1	1	2	1	0	2	0	1	2	1	1	1	0	2	0	0	2	2	PFGF
5	0	2	3	1	1	0	1	1	2	1	0	2	0	1	2	1	1	1	0	2	0	0	2	2	PFGF
5	0	2	2	1	1	0	1	1	2	1	0	2	0	1	2	1	1	1	0	2	0	0	2	2	PFGF
6	1	2	3	1	1	0	1	1	0	1	0	2	0	1	1	0	1	0	0	0	0	0	2	2	FFFP
9	4	3	4	1	1	0	1	1	0	1	1	2	1	1	2	0	1	1	0	1	0	0	2	2	GGFP
5	0	2	2	0	1	0	1	1	0	1	1	2	1	0	2	0	1	1	0	0	0	0	1	2	PFFP
6	0	3	3	2	2	0	1	1	0	0	0	2	0	1	1	0	0	0	0	0	0	0	1	1	FGPP
4	0	1	1	1	1	0	1	1	1	0	1	1	0	0	2	0	0	0	0	0	0	0	1	1	PFPP
5	0	3	2	1	1	0	1	1	1	0	1	1	0	0	2	0	0	0	0	0	0	0	1	1	PFPP
4	0	2	1	1	1	0	1	1	1	0	1	2	0	0	2	0	0	0	0	0	0	0	1	1	PFFP
4	0	1	1	1	1	0	1	1	1	0	1	1	0	0	2	0	0	0	0	0	0	0	2	1	PFPP
4	0	3	3	1	1	0	1	1	0	1	0	0	1	1	1	0	1	1	0	0	2	0	2	2	PFFF
7	1	3	3	2	2	0	1	1	0	1	1	2	0	1	2	0	1	1	0	0	0	0	2	1	FGFP
4	0	2	2	1	1	0	1	1	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	PFPP
5	0	3	3	1	1	0	1	1	0	1	1	2	0	1	2	0	1	3	0	0	0	0	1	1	PFGP

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY								
			Comprehension		Format					Administration			Scoring	Interpretation				
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Interpreter
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-2	0-2	0-1	0-
° *SCHOOL READINESS SURVEY Discrimination of Form (CPP)*	5	0	2	1	0	1	0	1	1	0	1	1	2	0	1	2	0	1
° *SCHOOL READINESS SURVEY Symbol Matching (CPP)*	4	0	2	2	0	1	0	1	1	0	1	1	2	0	1	2	0	1
° *SCHOOL READINESS SURVEY Total Survey (CPP)*	4	0	2	2	1	1	0	1	1	0	1	0	2	0	1	2	0	1
SCREENING TEST FOR THE ASSIGNMENT OF REMEDIAL TREATMENTS Visual Discrimination (PII)	6	1	2	2	0	1	0	1	1	2	1	1	1	0	1	2	0	1
SCREENING TEST OF ACADEMIC READINESS Letters (PII)	4	0	1	3	0	0	0	1	1	2	1	1	1	0	1	2	0	1
° *SOUTHERN CALIFORNIA FIGURE-GROUND VISUAL PERCEPTION TEST Total (WPS)*	5	2	2	2	2	1	0	1	1	0	1	1	1	0	1	2	0	1
° *VALETT DEVELOPMENTAL SURVEY OF BASIC LEARNING ABILITIES Visual Discrimination (CPP)*	6	0	3	3	1	1	0	1	1	0	1	0	0	0	0	0	0	1
° *WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Picture Completion (PC)*	4	0	3	3	1	2	0	1	1	0	0	1	1	0	1	2	0	0
C. Auditory Discrimination and Recognition																		
° *GOLDMAN-FRISTOE-WOODCOCK TEST OF AUDITORY DISCRIMINATION Noise Subtest (AGS)*	6	2	2	3	2	2	1	1	1	0	1	1	2	0	1	2	0	1
° *GOLDMAN-FRISTOE-WOODCOCK TEST OF AUDITORY DISCRIMINATION Quiet Subtest (AGS)*	6	2	2	3	2	2	1	1	1	0	1	1	2	0	1	2	0	1
° *ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Auditory Closure (UIP)*	4	0	2	2	2	2	0	1	1	0	1	1	2	1	0	2	0	1
° *ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Sound Blending (UIP)*	5	0	2	2	1	1	0	1	1	0	1	1	1	1	0	2	0	1
D. Kinesthetic and Tactile Perception																		
° *SOUTHERN CALIFORNIA KINESTHESIA & TACTILE PERCEPTION TESTS Double Tactile Stimuli Perception (WPS)*	6	1	2	3	2	2	0	1	1	0	0	1	1	0	1	2	0	0
° *SOUTHERN CALIFORNIA KINESTHESIA & TACTILE PERCEPTION TESTS Finger Identification (WPS)*	6	1	3	3	2	2	0	1	1	0	0	1	1	0	1	2	0	0
° *SOUTHERN CALIFORNIA KINESTHESIA & TACTILE PERCEPTION TESTS Graphesthesia (WPS)*	6	1	2	3	2	2	0	1	1	0	0	1	0	0	1	2	0	1
° *SOUTHERN CALIFORNIA KINESTHESIA & TACTILE PERCEPTION TESTS Kinesthesia (WPS)*	7	1	3	2	2	2	0	1	1	0	0	1	1	0	1	2	0	0
° *SOUTHERN CALIFORNIA KINESTHESIA & TACTILE PERCEPTION TESTS Localization of Tactile Stimuli (WPS)*	6	1	2	3	2	2	0	1	1	0	0	1	1	0	1	2	0	0
° *SOUTHERN CALIFORNIA KINESTHESIA & TACTILE PERCEPTION TESTS Manual Form Perception (WPS)*	8	1	3	3	2	2	0	1	1	0	0	1	1	0	1	2	0	0
° *VALETT DEVELOPMENTAL SURVEY OF BASIC LEARNING ABILITIES Tactile Discrimination (CPP)*	7	0	3	3	1	1	0	1	1	0	1	0	0	0	0	0	0	1
17. READING AND WRITING																		
A. Recognition of Word Meanings																		

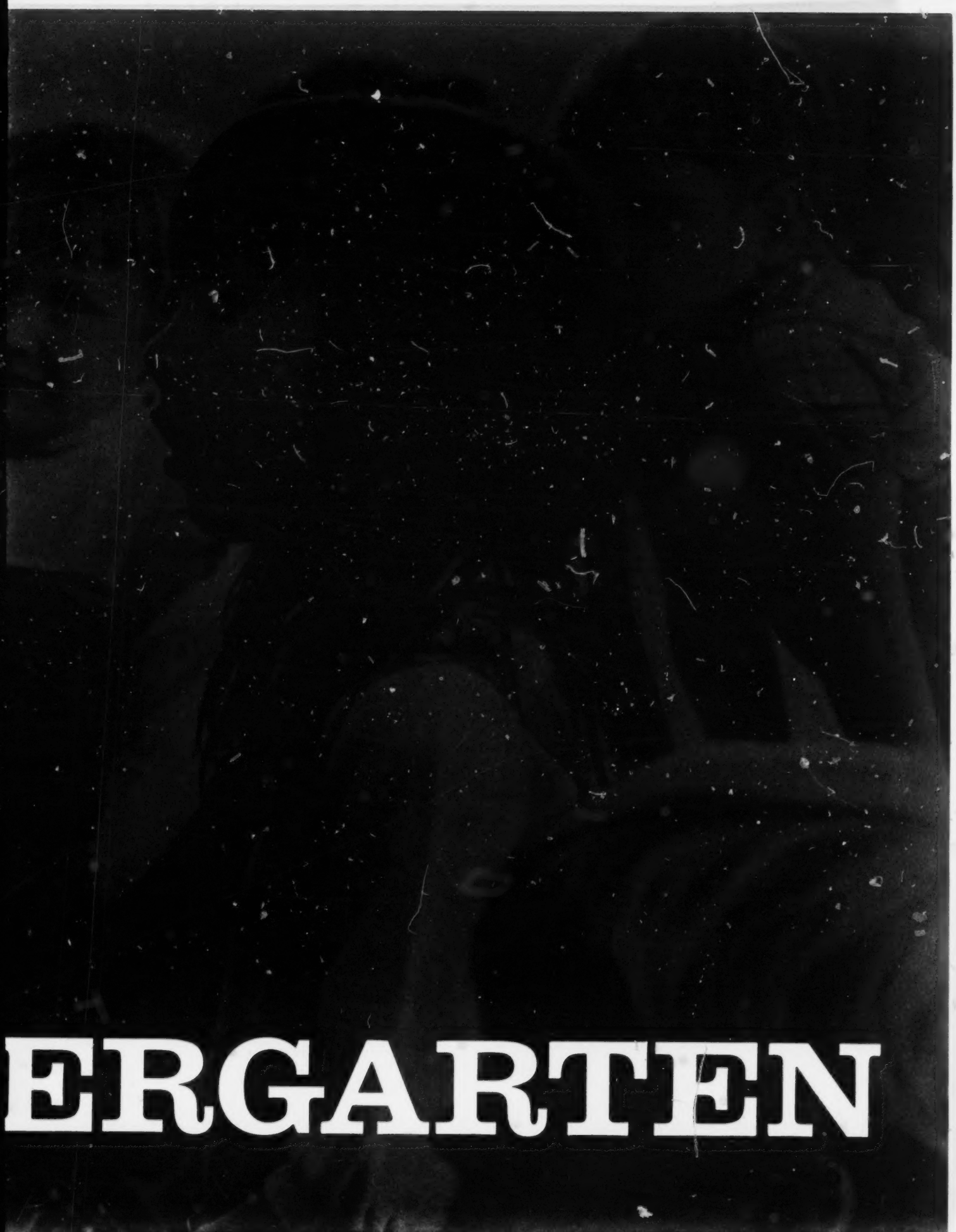
EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
Comprehension		Format					Administration			Scoring	Interpretation						Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?							
0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
2	1	0	1	0	1	1	0	1	1	2	0	1	2	0	1	3	0	0	0	0	1	1	PFGP
2	2	0	1	0	1	1	0	1	1	2	0	1	2	0	1	3	0	0	0	0	1	1	PFGP
2	2	1	1	0	1	1	0	1	0	2	0	1	2	0	1	2	1	0	0	0	1	1	PFFP
2	2	0	1	0	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	0	2	1	FFFP
1	3	0	0	0	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	0	0	1	PFFP
2	2	2	1	0	1	1	0	1	1	1	0	1	2	0	1	1	0	0	0	0	1	1	FFFP
3	3	1	1	0	1	1	0	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	FFPP
3	3	1	2	0	1	1	0	0	1	1	0	1	2	0	0	1	0	2	0	0	2	1	PGFP
2	3	2	2	1	1	1	0	1	1	2	0	1	2	0	1	1	2	0	0	1	2	2	FGFP
2	3	2	2	1	1	1	0	1	1	2	0	1	2	0	1	1	2	2	0	1	2	2	FGFF
2	2	2	2	0	1	1	0	1	1	2	1	0	2	0	1	1	0	0	0	0	1	2	PFFP
2	2	1	1	0	1	1	0	1	1	1	1	0	2	0	1	1	0	0	0	0	1	2	PFFP
2	3	2	2	0	1	1	0	0	1	1	0	1	2	0	0	1	0	0	0	0	1	2	FGFP
3	3	2	2	0	1	1	0	0	1	1	0	1	2	0	0	1	0	0	0	0	1	2	FGFP
2	3	2	2	0	1	1	0	0	1	0	0	1	2	0	1	1	0	0	0	0	1	2	FFFP
3	2	2	2	0	1	1	0	0	1	1	0	1	2	0	0	1	0	0	0	0	2	2	FFFP
2	3	2	2	0	1	1	0	0	1	1	0	1	2	0	0	1	0	0	0	0	2	2	FGFP
3	3	2	2	0	1	1	0	0	1	1	0	1	2	0	0	1	0	0	0	0	1	2	FGFP
3	3	1	1	0	1	1	0	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	FFPP

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIV					
			Compre-hension		Format					Administration			Scoring		
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	
B. Understanding Ideational Complexes															
C. Oral Reading															
D. Writing															
E. Familiarity with Standard Children's Literature															
18. RELIGION															
A. Religious Belief and Practice															
19. SAFETY															
A. Understanding Safety Principles															
B. Practicing Safety Principles															
20. SCIENCE															
A. Observation and Exploration															
B. Knowledge of Scientific Facts															
C. Appreciation of the Scientific Approach															
D. Development and Application of Scientific Attitude															
21. SOCIAL STUDIES															
A. Community Health and Safety															
* *DETROIT TESTS OF LEARNING APTITUDE* *Social Adjustment B* (BMC)	4	0								0	0	1	1	0	
B. Cultural-Economic Geography															
C. Democractic Practices															
D. Physical Geography															
TESTS OF BASIC EXPERIENCES *Level K - Science* (CTB)	6	0	2	2	1	1	0	1	1	2	1	0	2	0	
E. History															

VALUATIONS

	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format					Administration				Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
(BMC)	4	0								0	0	1	1	0	1	2	0	0	1	0	0	0	0	2	2	P-FP
(CTB)	6	0	2	2	1	1	0	1	1	2	1	0	2	0	1	2	1	1	1	0	2	0	0	2	2	FFGF

KINDERGAR



ERGARTEN

EDUCATIONAL OBJECTIVE TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILIT						
				Comprehension		Format					Administration			Scoring	Interpre		
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion
Rating Range		0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2
KINDERGARTEN																	
THE AFFECTIVE DOMAIN																	
1. DEVELOPMENT OF PERSONALITY																	
CALIFORNIA TEST OF PERSONALITY Personal Adjustment	(CTB)	8	0	2	2	1	1	0	1	1	1	1	0	1	0	1	2
CALIFORNIA TEST OF PERSONALITY Total	(CTB)	4	0	2	2	1	1	0	1	1	1	1	0	1	0	1	2
* *CASSEL DEVELOPMENTAL RECORD* Total Development	(PEP)	2	0								0	1	1	0	1	1	2
* *CHILD BEHAVIOR RATING SCALE* Total-Adjustment	(WPS)	3	2								0	1	1	2	0	0	2
A. Shyness - Boldness																	
* *BRISTOL SOCIAL-ADJUSTMENT GUIDES* Unforthcomingness	(EITS)	5	1								0	1	1	0	0	1	2
B. Neuroticism - Adjustment																	
* *BRISTOL SOCIAL-ADJUSTMENT GUIDES* Withdrawal	(EITS)	6	1								0	1	1	0	1	1	2
CALIFORNIA TEST OF PERSONALITY Withdrawing Tendencies	(CTB)	5	0	2	2	1	1	0	1	1	1	1	1	1	0	1	2
* *CHILD BEHAVIOR RATING SCALE* Self-Adjustment	(WPS)	6	1								0	1	1	2	0	0	2
° *PROCESS FOR IN-SCHOOL SCREENING OF CHILDREN WITH EMOTIONAL HANDICAPS* A Picture Game	(ETS)	4	3	1	0	1	0	0	1	1	0	1	1	0	0	0	2
C. General Activity - Lethargy																	
* *BRISTOL SOCIAL-ADJUSTMENT GUIDES* Depression	(EITS)	6	1								0	1	1	0	0	1	2
* *BRISTOL SOCIAL-ADJUSTMENT GUIDES* Restlessness	(EITS)	5	1								0	1	1	0	0	1	2
CALIFORNIA TEST OF PERSONALITY Nervous Symptons	(CTB)	6	0	2	2	1	1	0	1	1	1	1	1	1	0	1	2
D. Dependence - Independence																	
* *BRISTOL SOCIAL-ADJUSTMENT GUIDES* Anxiety Toward Adults	(EITS)	6	1								0	1	1	0	0	1	2
* *CAIN-LEVINE SOCIAL COMPETENCY SCALE* Initiative	(CPP)	3	1								0	1	1	0	0	1	2
* *CALIFORNIA PRESCHOOL SOCIAL COMPETENCY SCALE* Total	(CPP)	5	0								0	1	1	0	1	1	2

KINDERGARTEN TEST EVALUATIONS —— 1

MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
		Comprehension		Format					Administration			Scoring	Interpretation												
Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
0-10	0-5	0-4	0-4	0-2	0-2	0-2	0-1	0-1	0-4	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-2	0-2	Good Fair Poor
8	0	2	2	1	1	0	1	1	1	1	0	1	0	1	2	0	1	1	0	0	0	0	1	2	FFFP
4	0	2	2	1	1	0	1	1	1	1	0	1	0	1	2	0	1	1	0	0	0	0	1	2	PFFP
2	0								0	1	1	0	1	1	2	0	1	0	0	0	0	0	0	1	P-FP
3	2								0	1	1	2	0	0	2	0	1	1	0	0	0	0	2	1	P-FP
5	1								0	1	1	0	0	1	2	0	1	1	0	0	0	0	1	1	F-FP
6	1								0	1	1	0	1	1	2	0	1	1	0	0	0	0	1	1	F-FP
5	0	2	2	1	1	0	1	1	1	1	1	1	0	1	2	0	1	1	0	0	0	0	1	1	PFFP
6	1								0	1	1	2	0	0	2	0	1	1	0	0	0	0	2	1	F-FP
4	3	1	0	1	0	0	1	1	0	1	1	0	0	0	2	0	1	1	0	0	0	0	1	1	FFFP
6	1								0	1	1	0	0	1	2	0	1	1	0	0	0	0	1	1	F-FP
5	1								0	1	1	0	0	1	2	0	1	1	0	0	0	0	1	1	F-FP
6	0	2	2	1	1	0	1	1	1	1	1	1	0	1	2	0	1	1	0	0	0	0	1	1	FFFP
6	1								0	1	1	0	0	1	2	0	1	1	0	0	0	0	1	1	F-FP
3	1								0	1	1	0	0	1	2	0	1	1	0	2	0	0	1	2	P-FP
5	0								0	1	1	0	1	1	2	1	1	1	1	3	0	0	2	2	P-FF

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABIL						
			Comprehension		Format					Administration			Scoring	Interp		
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2
CALIFORNIA TEST OF PERSONALITY Self-Reliance (CTB)	5	0	2	2	1	1	0	1	1	1	1	1	1	0	1	2
CALIFORNIA TEST OF PERSONALITY Sense of Personal Freedom (CTB)	5	0	2	2	1	1	0	1	1	1	1	1	1	0	1	2
* *CHILD BEHAVIOR RATING SCALE Home-Adjustment* (WPS)	2	1								0	1	1	2	0	0	2
* *GESELL DEVELOPMENTAL SCHEDULES Personal-Social* (PC)	5	0								0	0	1	0	0	1	2
PRIMARY ACADEMIC SENTIMENT SCALE Dependency (PII)	4	2	1	1	0	0	0	1	1	2	1	0	2	0	0	2
* *VINELAND SOCIAL MATURITY SCALE Total* (AGS)	3	0								0	1	0	0	1	1	1
E. Self-Esteem																
CALIFORNIA TEST OF PERSONALITY Family Relations (CTB)	4	0	2	2	1	1	0	1	1	1	1	1	1	0	1	2
CALIFORNIA TEST OF PERSONALITY Sense of Personal Worth (CTB)	7	0	2	2	1	1	0	1	1	1	1	1	1	0	1	2
° *IT SCALE FOR CHILDREN Total* (PTS)	4	3	3	3	1	1	.0	1	1	0	1	1	1	0	0	1
2. DEVELOPMENT OF SOCIAL SKILLS																
CALIFORNIA TEST OF PERSONALITY Social Adjustment (CTB)	6	0	2	2	1	1	0	1	1	1	1	0	1	0	1	2
* *DETROIT ADJUSTMENT INVENTORY Total* (BMC)	4	0								0	1	1	0	0	0	0
° *EARLY DETECTION INVENTORY Social-Emotional Behavioral Responses* (FEC)	4	0	4	4	2	2	1	1	1	0	1	1	0	0	1	0
* *PRESCHOOL ATTAINMENT RECORD Rapport* (AGS)	3	0								0	1	1	0	0	1	1
° *STAMP BEHAVIOR STUDY TECHNIQUE Total* (ACER)	4	0	4	4	2	2	1	1	1	0	1	1	0	0	0	0
A. Hostility - Friendliness																
* *BRISTOL SOCIAL-ADJUSTMENT GUIDES Hostility Toward Adults* (EITS)	5	1								0	1	1	0	0	1	2
* *BRISTOL SOCIAL-ADJUSTMENT GUIDES Hostility Toward Peers* (EITS)	5	1								0	1	1	0	0	1	2
CALIFORNIA TEST OF PERSONALITY Anti-Social Tendencies (CTB)	6	0	2	2	1	1	0	1	1	1	1	1	1	0	1	2
CALIFORNIA TEST OF PERSONALITY Feeling of Belonging (CTB)	6	0	2	2	1	1	0	1	1	1	1	1	1	0	1	2
* *CHILD BEHAVIOR RATING SCALE Social-Adjustment* (WPS)	6	1								0	1	1	2	0	0	2
* *PROCESS FOR IN-SCHOOL SCREENING OF CHILDREN WITH EMOTIONAL HANDICAPS Behavior Rating of Pupils* (ETS)	3	3								0	1	1	0	0	0	2

VALUATIONS

MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
		Comprehension		Format					Administration				Interpretation												
Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Test Administration	Training of Administrator	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	Good-Fair-Poor
0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	
5	0	2	2	1	1	0	1	1	1	1	1	1	0	1	2	0	1	1	0	0	0	0	1	1	PFFP
5	0	2	2	1	1	0	1	1	1	1	1	1	0	1	2	0	1	1	0	0	0	0	1	1	PFFP
2	1								0	1	1	2	0	0	2	0	1	1	0	0	0	0	2	1	P-FP
5	0								0	0	1	0	0	1	2	0	0	0	0	0	0	0	0	0	P-PP
4	2	1	1	0	0	0	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	0	2	1	FPFP
3	0								0	1	0	0	1	1	1	0	1	1	0	0	0	0	2	1	P-FP
4	0	2	2	1	1	0	1	1	1	1	1	1	0	1	2	0	1	1	0	0	0	0	1	1	PFFP
7	0	2	2	1	1	0	1	1	1	1	1	1	0	1	2	0	1	1	0	0	0	0	1	1	FFFP
4	3	3	3	1	1	0	1	1	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	FFPP
6	0	2	2	1	1	0	1	1	1	1	0	1	0	1	2	0	1	1	0	0	0	0	1	2	FFFP
4	0								0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P-PP
4	0	4	4	2	2	1	1	1	0	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	PGPP
3	0								0	1	1	0	0	1	1	0	1	1	0	0	0	0	0	1	P-FP
4	0	4	4	2	2	1	1	1	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	PGPP
5	1								0	1	1	0	0	1	2	0	1	1	0	0	0	0	1	1	F-FP
5	1								0	1	1	0	0	1	2	0	1	1	0	0	0	0	1	1	P-FP
6	0	2	2	1	1	0	1	1	1	1	1	1	0	1	2	0	1	1	0	0	0	0	1	1	FFFP
6	0	2	2	1	1	0	1	1	1	1	1	1	0	1	2	0	1	1	0	0	0	0	1	1	FFFP
6	1								0	1	1	2	0	0	2	0	1	1	0	0	0	0	2	1	F-FP
3	3								0	1	1	0	0	0	2	0	1	1	0	0	0	0	1	1	F-FP

EDUCATIONAL OBJECTIVE TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY							
			Comprehension		Format					Administration			Scoring	Interpretati			
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Groups
Rating Range	0-10	0-5	0-4	0-	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-
* *PROCESS FOR IN-SCHOOL SCREENING OF CHILDREN WITH EMOTIONAL HANDICAPS The Class Pictures* (ETS)	3	3								0	1	1	0	0	0	2	0
B. Socialization-Rebelliousness																	
* *BRISTOL SOCIAL-ADJUSTMENT GUIDES Anxiety Toward Peers* (EITS)	4	1								0	1	1	0	0	1	2	0
* *CAIN-LEVINE SOCIAL COMPETENCY SCALE Social Skills* (CPP)	3	1								0	1	1	0	0	1	2	0
CALIFORNIA TEST OF PERSONALITY Community Relations (CTB)	4	0	2	2	1	1	0	1	1	1	1	1	1	0	1	2	0
CALIFORNIA TEST OF PERSONALITY Social Skills (CTB)	6	0	2	2	1	1	0	1	1	1	1	1	1	0	1	2	0
CALIFORNIA TEST OF PERSONALITY Social Standards (CTB)	6	0	2	2	1	1	0	1	1	1	1	1	1	0	1	2	0
C. Moral Belief and Practice																	
* *BRISTOL SOCIAL-ADJUSTMENT GUIDES Lack of Concern* (EITS)	4	1								0	1	1	0	0	1	2	0
* *DETROIT TESTS OF LEARNING APTITUDE Social Adjustment A* (BMC)	4	0								0	0	1	0	1	1	2	0
3. DEVELOPMENT OF MOTIVATION FOR LEARNING																	
A. School Orientation																	
* *BRISTOL SOCIAL-ADJUSTMENT GUIDES Total* (EITS)	5	3								0	1	1	0	0	1	2	0
CALIFORNIA TEST OF PERSONALITY School Relations (CTB)	5	0	2	2	1	1	0	1	1	1	1	1	1	0	1	2	0
* *CHILD BEHAVIOR RATING SCALE School Adjustment* (WPS)	6	1								0	1	1	2	0	0	2	0
B. Need Achievement																	
C. Interest Areas																	
PRIMARY ACADEMIC SENTIMENT SCALE Sentiment (PII)	5	2	1	1	0	0	0	1	1	2	1	0	2	0	0	2	0
4. DEVELOPMENT OF AESTHETIC APPRECIATION																	
A. Appreciation of Art																	
B. Music Appreciation																	
THE INTELLECTUAL DOMAIN																	
5. COGNITIVE FUNCTIONING																	

REMENT IDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
		Comprehension		Format					Administration				Interpretation												
Concurrent and Predictive		Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
0-5		0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
3									0	1	1	0	0	0	2	0	1	1	0	0	0	0	1	1	F-FP
1									0	1	1	0	0	1	2	0	1	1	0	0	0	0	1	1	P-FP
1									0	1	1	0	0	1	2	0	1	1	0	0	0	0	1	2	P-FP
1									0	1	1	0	0	1	2	0	1	1	0	0	0	0	1	2	P-FP
0		2	2	1	1	0	1	1	1	1	1	1	0	1	2	0	1	1	0	0	0	0	1	1	PFFP
0		2	2	1	1	0	1	1	1	1	1	1	0	1	2	0	1	1	0	0	0	0	1	1	FFFP
0		2	2	1	1	0	1	1	1	1	1	1	0	1	2	0	1	1	0	0	0	0	1	1	FFFP
1									0	1	1	0	0	1	2	0	1	1	0	0	0	0	1	1	P-FP
0									0	0	1	0	1	1	2	0	0	1	0	0	0	0	1	2	P-FP
3									0	1	1	0	0	1	2	0	1	1	1	0	0	0	1	2	F-FP
0		2	2	1	1	0	1	1	1	1	1	1	0	1	2	0	1	1	0	0	0	0	1	1	PFFP
1									0	1	1	2	0	0	2	0	1	1	0	0	0	0	2	1	F-FP
2		1	1	0	0	0	1	1	2	1	0	2	0	0	2	0	1	1	0	1	0	0	2	1	FPFP

4 —— KINDERGARTEN TEST EVALUATIONS

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADM		
				Comprehension		Format					Administration		
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time
	Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1
	AMERICAN SCHOOL INTELLIGENCE TEST Total (BMC)	4	0	1	2	0	0	0	1	1	1	1	0
°	*ARTHUR POINT SCALE OF PERFORMANCE TESTS Full Scale* (PC)	3	0	2	2	1	1	0	1	1	0	0	0
	CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY Total (CTB)	3	2	2	2	1	1	0	1	1	1	1	0
	CALIFORNIA TEST OF MENTAL MATURITY-LONG FORM Nonlanguage (CTB)	5	0	2	1	1	1	0	0	1	1	1	0
	CALIFORNIA TEST OF MENTAL MATURITY-LONG FORM Total (CTB)	7	0	2	1	1	1	0	0	1	1	1	0
°	*IPAT TEST OF G: CULTURE FAIR (OR FREE) Total* (IPAT)	5	0	1	1	0	1	0	1	1	0	1	0
	KUHLMAN-ANDERSON TEST Total (PPI)	6	4	3	2	1	1	0	1	1	2	1	0
	LORGE-THORNDIKE INTELLIGENCE TESTS Total (HMC)	4	1	2	2	1	0	0	1	1	1	1	0
°	*PARENT READINESS EVALUATION OF PRESCHOOLERS Combined Total* (PII)	3	0	1	2	1	0	0	1	1	0	1	0
	STANFORD EARLY SCHOOL ACHIEVEMENT TEST Aural Comprehension (HBJ)	4	0	2	2	1	1	0	1	1	1	1	1
°	*TESTS OF GENERAL ABILITY-INTER-AMERICAN SERIES Nonverbal* (GTA)	6	1	2	3	1	1	0	1	1	0	1	0
°	*TESTS OF GENERAL ABILITY-INTER-AMERICAN SERIES Total* (GTA)	4	1	2	3	1	1	0	1	1	0	1	0
°	*WECHSLER INTELLIGENCE SCALE FOR CHILDREN Full Scale* (PC)	2	1	2	3	1	1	0	1	1	0	0	0
°	*WECHSLER INTELLIGENCE SCALE FOR CHILDREN Performance Scale* (PC)	5	1	3	3	1	1	0	1	1	0	0	0
°	*WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Full Scale Score* (PC)	4	2	2	3	2	2	0	1	1	0	0	0
	A. Spatial Reasoning												
°	*ARTHUR POINT SCALE OF PERFORMANCE TESTS Arthur Stencil Design Test 1* (PC)	5	0	2	2	1	1	0	1	1	0	0	1
°	*ARTHUR POINT SCALE OF PERFORMANCE TESTS Porteus Maze Test (Arthur Revision)* (PC)	5	0	3	2	1	1	0	1	1	0	0	1
°	*AYRES SPACE TEST Adjusted Score* (WPS)	6	2	3	3	2	2	0	1	1	0	0	1
	BOEHM TEST OF BASIC CONCEPTS Total (PC)	8	0	3	3	2	2	0	1	1	2	1	0
°	*KINDERGARTEN EVALUATION OF LEARNING POTENTIAL Total* (WMH)	1	0	3	2	1	1	0	1	1	0	1	0
°	*MINNESOTA PRESCHOOL SCALE Non-Verbal* (AGS)	4	0	3	3	1	1	0	1	1	0	1	0
°	*PORTEUS MAZE TEST-VINELAND REVISION Total* (PC)	5	0	2	2	1	1	0	1	1	0	1	1

EVALUATIONS

MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
		Comprehension		Format					Administration			Scoring	Interpretation												
Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good - Fair - Poor
4	0	1	2	0	0	0	1	1	1	1	0	2	0	1	2	0	1	1	0	2	0	0	2	2	PPFF
3	0	2	2	1	1	0	1	1	0	0	0	0	1	1	2	0	0	0	0	0	0	0	0	2	PFPP
3	2	2	2	1	1	0	1	1	1	1	0	2	1	1	2	0	1	1	0	1	0	0	2	2	PFFP
5	0	2	1	1	1	0	0	1	1	1	0	2	1	1	2	0	1	1	0	1	0	0	2	2	PFFP
7	0	2	1	1	1	0	0	1	1	1	0	2	1	1	2	0	1	1	0	2	0	0	2	2	FFFF
5	0	1	1	0	1	0	1	1	0	1	0	1	0	1	2	0	1	0	0	0	0	0	1	2	PPFP
6	4	3	2	1	1	0	1	1	2	1	0	2	0	1	2	0	1	1	2	3	2	0	1	2	FFFF
4	1	2	2	1	0	0	1	1	1	1	0	2	0	1	2	0	1	2	0	3	0	0	2	2	PFFF
3	0	1	2	1	0	0	1	1	0	1	0	2	0	1	0	0	1	1	0	0	0	0	1	0	PFFP
4	0	2	2	1	1	0	1	1	1	1	1	2	0	1	2	1	1	1	0	1	0	0	2	2	PFGP
6	1	2	3	1	1	0	1	1	0	1	0	2	0	1	1	0	1	0	2	0	0	0	2	2	FFFF
4	1	2	3	1	1	0	1	1	0	1	0	2	0	1	1	0	1	0	2	0	0	0	2	2	PFFF
2	1	2	3	1	1	0	1	1	0	0	0	1	0	1	2	0	0	1	0	0	0	0	2	2	PFPP
5	1	3	3	1	1	0	1	1	0	0	0	1	0	1	2	0	0	1	0	0	0	0	2	2	FFPP
4	2	2	3	2	2	0	1	1	0	0	0	1	1	1	2	0	0	1	3	3	0	0	3	2	FGFP
5	0	2	2	1	1	0	1	1	0	0	1	2	1	0	2	0	0	0	0	0	0	0	0	1	PFFP
5	0	3	2	1	1	0	1	1	0	0	1	1	1	0	2	0	0	0	0	0	0	0	0	1	PFPP
6	2	3	3	2	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	3	0	0	2	2	FGFF
8	0	3	3	2	2	0	1	1	2	1	0	2	0	1	2	0	1	2	0	2	0	1	2	2	FGGF
1	0	3	2	1	1	0	1	1	0	1	0	0	0	1	1	0	1	1	0	0	0	0	0	1	PFPP
4	0	3	3	1	1	0	1	1	0	1	0	0	1	1	1	0	1	1	0	0	2	0	2	2	PFFF
5	0	2	2	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	0	0	0	0	0	1	PFFP

EDUCATIONAL OBJECTIVE TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABIL						
				Comprehension		Format					Administration			Scoring	Inter		
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Test Administration	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Conversion
Rating Range		0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-3	0-1	0-1	0-2	0-1	0-1	0-2
° *PRESCHOOL ACADEMIC SKILLS TEST Verbal Concepts*	*(PPS)*	4	3	3	3	1	1	0	1	1	0	1	1	2	0	0	2
PRIMARY MENTAL ABILITIES Spatial Relations	*(SRA)*	5	1	3	3	1	1	0	1	1	1	1	0	2	0	1	2
SHORT TEST OF EDUCATIONAL ABILITY Total	*(SRA)*	4	1	2	2	1	1	0	1	1	2	1	0	2	0	1	2
° *WECHSLER INTELLIGENCE SCALE FOR CHILDREN Block Design*	*(PC)*	7	1	3	3	1	2	0	1	1	0	0	1	1	0	1	2
° *WECHSLER INTELLIGENCE SCALE FOR CHILDREN Mazes*	*(PC)*	6	1	3	3	1	1	0	1	1	0	0	1	1	0	1	2
° *WECHSLER INTELLIGENCE SCALE FOR CHILDREN Object Assembly*	*(PC)*	6	1	3	3	2	1	0	1	1	0	0	1	1	0	1	2
° *WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Block Design*	*(PC)*	7	2	3	3	2	2	0	1	1	0	0	1	1	1	1	2
° *WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Mazes*	*(PC)*	6	2	3	3	1	1	0	1	1	0	0	1	1	1	1	2
° *WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Performance Score*	*(PC)*	4	2	3	2	1	1	0	1	1	0	0	0	1	1	1	2
B. Classificatory Reasoning																	
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY Logical Reasoning	*(CTB)*	6	2	2	1	1	1	0	0	1	1	1	1	2	1	1	2
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY Non-Language	*(CTB)*	5	2	3	3	1	1	0	1	1	1	1	1	2	1	1	2
CALIFORNIA TEST OF MENTAL MATURITY-LONG FORM Logical Reasoning	*(CTB)*	6	0	2	1	1	1	0	0	1	1	1	1	2	1	1	2
° *COLUMBIA MENTAL MATURITY SCALE Total*	*(HBJ)*	6	2	3	3	2	2	0	1	1	0	1	1	2	1	1	2
° *ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Visual Association*	*(UIP)*	6	0	2	2	1	1	0	1	1	0	1	1	1	1	0	2
° *PARENT READINESS EVALUATION OF PRESCHOOLERS Concepts*	*(PII)*	3	0	2	2	1	0	0	1	1	0	1	1	2	0	1	2
° *PARENT READINESS EVALUATION OF PRESCHOOLERS Performance Total*	*(PII)*	4	0	2	2	1	0	0	1	1	0	1	0	2	0	1	2
° *PARENT READINESS EVALUATION OF PRESCHOOLERS Visual Interpretation*	*(PII)*	3	0	1	2	1	0	0	1	1	0	1	1	2	0	1	2
° *PARENT READINESS EVALUATION OF PRESCHOOLERS Visual-Motor Association*	*(PII)*	4	0	1	2	1	1	0	1	1	0	1	1	2	0	1	2
° *PICTORIAL TEST OF INTELLIGENCE Similarities*	*(HMC)*	8	1	3	3	2	2	0	1	1	0	1	1	2	1	1	2
° *PRESCHOOL ACADEMIC SKILLS TEST Classification*	*(PPS)*	4	3	3	3	1	1	0	1	1	0	1	1	2	0	0	2
TESTS OF GENERAL ABILITY Reasoning	*(SRA)*	6	2	2	2	1	1	0	1	1	2	1	1	2	0	1	2
° *TIEN'S ORGANIC INTEGRITY TEST Total*	*(PTC)*	4	1	2	2	0	0	0	1	1	0	0	1	1	0	0	2

EMENT ITY	EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
Concurrent and Predictive	Comprehension		Format					Administration			Scoring	Interpretation						Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?							
0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-5	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
3	3	3	1	1	0	1	1	0	1	1	2	0	0	2	0	1	1	0	1	0	0	0	0	FFFP
1	3	3	1	1	0	1	1	1	1	0	2	0	1	2	0	1	2	0	0	0	0	2	2	FFFP
1	2	2	1	1	0	1	1	2	1	0	2	0	1	2	0	1	1	0	2	0	0	2	2	PFFF
1	3	3	1	2	0	1	1	0	0	1	1	0	1	2	0	0	1	0	0	0	0	3	1	FGFP
1	3	3	1	1	0	1	1	0	0	1	1	0	1	2	0	0	1	0	0	0	0	2	1	FFFP
1	3	3	2	1	0	1	1	0	0	1	1	0	1	2	0	0	1	0	0	0	0	3	1	FGFP
2	3	3	2	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	2	0	0	2	1	FGFF
2	3	3	1	1	0	1	1	0	0	1	1	1	1	2	0	1	1	0	3	0	0	2	1	FFFF
2	3	2	1	1	0	1	1	0	0	0	1	1	1	2	0	0	1	2	3	0	0	2	2	FFFF
2	2	1	1	1	0	0	1	1	1	1	2	1	1	2	0	1	1	0	0	0	0	1	2	FFGP
2	3	3	1	1	0	1	1	1	1	1	2	1	1	2	0	1	1	0	0	0	0	1	2	FFGP
0	2	1	1	1	0	0	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	1	2	FFGP
2	3	3	2	2	0	1	1	0	1	1	2	1	1	2	0	1	0	0	3	0	0	2	2	FGFF
0	2	2	1	1	0	1	1	0	1	1	1	1	0	2	0	1	1	0	0	0	0	2	2	FFFP
0	2	2	1	0	0	1	1	0	1	1	2	0	1	0	0	1	1	0	0	0	0	1	0	PFFP
0	2	2	1	0	0	1	1	0	1	0	2	0	1	0	0	1	1	0	0	0	0	1	0	PFFP
0	1	2	1	0	0	1	1	0	1	1	2	0	1	0	0	1	1	0	0	0	0	1	0	PFFP
0	1	2	1	1	0	1	1	0	1	1	2	0	1	0	0	1	1	0	0	0	0	1	0	PFFP
1	3	3	2	2	0	1	1	0	1	1	2	1	1	2	0	1	1	0	0	0	0	2	1	FGFP
3	3	3	1	1	0	1	1	0	1	1	2	0	0	2	0	1	1	0	2	0	0	0	0	FFFP.
2	2	2	1	1	0	1	1	2	1	1	2	0	1	2	0	1	2	0	1	0	0	2	1	FFGP
1	2	2	0	0	0	1	1	0	0	1	1	0	0	1	0	0	2	0	0	0	0	1	1	PFPP

EDUCATIONAL OBJECTIVE TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY							
			Comprehension		Format					Administration			Scoring	Interpretat			
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Test Administration	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Groups
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0
° *WECHSLER INTELLIGENCE SCALE FOR CHILDREN Similarities* (PC)	7	1	2	3	2	2	0	1	1	0	0	1	1	0	1	2	0
° *WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Similarities* (PC)	7	2	3	3	2	2	0	1	1	0	0	1	1	1	1	2	0
C. Relational-Implicational Reasoning																	
° *ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Auditory Association* (UIP)	5	0	3	3	2	2	0	1	1	0	1	1	1	1	0	2	0
° *PARENT READINESS EVALUATION OF PRESCHOOLERS Opposites* (PII)	5	0	2	3	2	2	0	1	1	0	1	1	2	0	1	0	0
° *PARENT READINESS EVALUATION OF PRESCHOOLERS Verbal Association* (PII)	5	0	2	2	2	2	0	1	1	0	1	1	2	0	1	0	0
° *PRESCHOOL ACADEMIC SKILLS TEST Functional Relationships* (PPS)	2	3	3	3	1	1	0	1	1	0	1	1	2	0	0	2	0
° *WECHSLER INTELLIGENCE SCALE FOR CHILDREN Comprehension* (PC)	5	1	2	4	2	2	0	1	1	0	0	1	2	0	1	2	0
° *WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Comprehension* (PC)	5	2	3	3	2	2	0	1	1	0	0	1	1	1	1	2	0
D. Systematic Reasoning																	
° *ARTHUR POINT SCALE OF PERFORMANCE Healy Picture Completion Test II* (PC)	5	0	2	1	0	0	0	1	1	0	0	1	1	1	0	2	0
° *COLOURED PROGRESSIVE MATRICES Total* (PC)	5	2	3	1	2	1	0	1	1	0	0	1	2	1	1	2	0
° *PRESCHOOL ACADEMIC SKILLS TEST Picture Arrangement* (PPS)	5	3	3	3	1	1	0	1	1	0	1	1	2	0	0	2	0
° *PRESCHOOL ACADEMIC SKILLS TEST Symbol Series* (PPS)	7	3	3	3	1	1	0	1	1	0	1	1	2	0	0	2	0
° *WECHSLER INTELLIGENCE SCALE FOR CHILDREN Picture Arrangement* (PC)	7	1	3	3	1	1	0	1	1	0	0	1	1	0	1	2	0
E. Attention Span																	
6. CREATIVITY																	
° *PARENT READINESS EVALUATION OF PRESCHOOLERS Verbal Total* (PII)	2	0	2	2	1	0	0	1	1	0	1	0	2	0	1	0	0
A. Fluency																	
° *ABC INVENTORY Total* (ESD)	4	1	2	2	1	1	0	1	0	0	1	1	1	0	0	2	0
° *DETROIT TESTS OF LEARNING APTITUDE Free Association* (BMC)	6	0	3	3	2	2	0	1	1	0	0	1	2	1	1	2	0
° *ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Manual Expression* (UIP)	5	0	3	3	2	2	0	1	1	0	1	1	0	1	0	2	0
° *ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Verbal Expression* (UIP)	8	0	3	3	1	1	0	1	1	0	1	1	0	1	0	2	0

ALUATIONS

MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
		Comprehension		Format					Administration				Interpretation												
Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
7	1	2	3	2	2	0	1	1	0	0	1	1	0	1	2	0	0	1	0	0	0	0	3	1	FGFP
7	2	3	3	2	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	2	0	0	2	1	FGFP
5	0	3	3	2	2	0	1	1	0	1	1	1	1	0	2	0	1	1	0	0	0	0	2	2	PGFP
5	0	2	3	2	2	0	1	1	0	1	1	2	0	1	0	0	1	1	0	0	0	0	1	0	PGFP
5	0	2	2	2	2	0	1	1	0	1	1	2	0	1	0	0	1	1	0	0	0	0	1	0	PFFP
2	3	3	3	1	1	0	1	1	0	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	PFFP
5	1	2	4	2	2	0	1	1	0	0	1	2	0	1	2	0	0	1	0	0	0	0	3	1	FGFP
5	2	3	3	2	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	2	0	0	3	1	FGFF
5	0	2	1	0	0	0	1	1	0	0	1	1	1	0	2	0	0	0	0	0	0	0	0	1	PPPP
5	2	3	1	2	1	0	1	1	0	0	1	2	1	1	2	0	0	1	0	0	0	0	1	1	FFFP
5	3	3	3	1	1	0	1	1	0	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	FFFP
7	3	3	3	1	1	0	1	1	0	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	FFFP
7	1	3	3	1	1	0	1	1	0	0	1	1	0	1	2	0	0	1	0	0	0	0	3	1	FFFP
2	0	2	2	1	0	0	1	1	0	1	0	2	0	1	0	0	1	1	0	0	0	0	1	0	PFFP
4	1	2	2	1	1	0	1	0	0	1	1	1	0	0	2	0	1	3	0	0	0	0	1	1	PFFP
6	0	3	3	2	2	0	1	1	0	0	1	2	1	1	2	0	0	1	0	0	0	0	0	0	FGFP
5	0	3	3	2	2	0	1	1	0	1	1	0	1	0	2	0	1	1	0	0	0	0	2	2	PGFP
8	0	3	3	1	1	0	1	1	0	1	1	0	1	0	2	0	1	1	0	0	0	0	2	2	FFFP

EDUCATIONAL OBJECTIVE TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILI						
				Comprehension		Format					Administration			Scoring	Interpre		
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion
Rating Range		0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2
° *PARENT READINESS EVALUATION OF PRESCHOOLERS Motor Coordination*	*(PII)*	3	0	2	3	1	1	0	1	1	0	1	1	2	0	1	0
° *PARENT READINESS EVALUATION OF PRESCHOOLERS Verbal Description*	*(PII)*	4	0	3	3	2	2	0	1	1	0	1	1	2	0	1	0
° *READING APTITUDE TESTS Language*	*(HMC)*	5	1	2	2	1	0	0	1	0	0	1	1	2	0	1	2
SCREENING TEST OF ACADEMIC READINESS Human Figure Drawing	*(PII)*	5	0	3	2	2	2	0	1	1	2	1	1	0	0	1	2
TORRANCE TESTS OF CREATIVE THINKING Figural Elaboration	*(PPI)*	9	0	3	2	1	2	0	1	1	2	1	0	0	0	0	0
TORRANCE TESTS OF CREATIVE THINKING Figural Fluency	*(PPI)*	9	0	3	2	1	2	0	1	1	2	1	0	0	0	0	0
TORRANCE TESTS OF CREATIVE THINKING Verbal Fluency	*(PPI)*	9	0	2	2	2	2	0	1	1	0	1	0	0	0	0	0
B. Flexibility																	
° *CONCEPT ASSESSMENT KIT-CONSERVATION Form A or B*	*(EITS)*	8	2	3	3	2	2	0	1	1	0	1	1	0	1	1	2
° *CONCEPT ASSESSMENT KIT-CONSERVATION Form C*	*(EITS)*	8	2	3	3	2	2	0	1	1	0	1	1	0	1	1	2
4 *PRESCHOOL ATTAINMENT RECORD Creativity*	*(AGS)*	4	0								0	1	1	0	0	1	1
TORRANCE TESTS OF CREATIVE THINKING Figural Flexibility	*(PPI)*	9	0	3	2	1	2	0	1	1	2	1	0	0	0	0	0
TORRANCE TESTS OF CREATIVE THINKING Figural Originality	*(PPI)*	9	0	3	2	1	2	0	1	1	2	1	0	0	0	0	0
TORRANCE TESTS OF CREATIVE THINKING Verbal Flexibility	*(PPI)*	9	0	2	2	2	2	0	1	1	0	1	0	0	0	0	0
TORRANCE TESTS OF CREATIVE THINKING Verbal Originality	*(PPI)*	9	0	2	2	2	2	0	1	1	0	1	0	0	0	0	0
7. MEMORY																	
SCREENING TEST FOR THE ASSIGNMENT OF REMEDIAL TREATMENTS Total	*(PII)*	4	1	2	2	1	1	0	1	1	2	1	1	1	0	1	2
A. Span and Serial Memory																	
° *ARTHUR POINT SCALE OF PERFORMANCE TESTS Knox Cube Test (Arthur Revision)*	*(PC)*	5	0	2	2	1	1	0	1	1	0	0	1	2	1	0	2
CALIFORNIA TEST OF MENTAL MATURITY-LONG FORM Memory	*(CTB)*	5	0	2	1	1	1	0	0	1	1	1	1	2	1	1	2
° *DETROIT TESTS OF LEARNING APTITUDE Visual Attention Span for Objects*	*(BMC)*	6	0	2	3	0	0	0	1	1	0	0	1	2	1	1	2
STEINBACH TEST OF READING READINESS Word Memory	*(STS)*	6	0	2	2	1	0	0	1	1	2	1	1	2	0	1	2
° *WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Animal House*	*(PC)*	6	2	3	2	2	2	0	1	1	0	0	1	1	1	1	2

	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format					Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
ting nge	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-2	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
T)	3	0	2	3	1	1	0	1	1	0	1	1	2	0	1	0	0	1	1	0	0	0	0	1	0	PFFP
T)	4	0	3	3	2	2	0	1	1	0	1	1	2	0	1	0	0	1	1	0	0	0	0	1	0	PGFP
T)	5	1	2	2	1	0	0	1	0	0	1	1	2	0	1	2	0	1	2	0	0	0	0	3	2	FFFP
T)	5	0	3	2	2	2	0	1	1	2	1	1	0	0	1	2	0	1	1	0	0	0	0	0	1	PGFP
T)	9	0	3	2	1	2	0	1	1	2	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	FFPP
I)	9	0	3	2	1	2	0	1	1	2	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	FFPP
I)	9	0	2	2	2	2	0	1	1	0	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	FFPP
TS)	8	2	3	3	2	2	0	1	1	0	1	1	0	1	1	2	0	1	0	0	0	0	0	1	2	FGFP
TS)	8	2	3	3	2	2	0	1	1	0	1	1	0	1	1	2	0	1	0	0	0	0	0	1	2	FGFP
S)	4	0								0	1	1	0	0	1	1	0	1	1	0	0	0	0	0	1	P-FP
I)	9	0	3	2	1	2	0	1	1	2	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	FFPP
I)	9	0	3	2	1	2	0	1	1	2	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	FFPP
I)	9	0	2	2	2	2	0	1	1	0	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	FFPP
I)	9	0	2	2	2	2	0	1	1	0	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	FFPP
TS II)	4	1	2	2	1	1	0	1	1	2	1	1	1	0	1	2	0	1	1	3	3	0	0	2	1	PFFF
C)	5	0	2	2	1	1	0	1	1	0	0	1	2	1	0	2	0	0	0	0	0	0	0	0	1	PFFP
TB)	5	0	2	1	1	1	0	0	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	2	2	PFGP
MC)	6	0	2	3	0	0	0	1	1	0	0	1	2	1	1	2	0	0	1	0	0	0	0	2	2	FFFP
TS)	6	0	2	2	1	0	0	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	1	1	FFFP
C)	6	2	3	2	2	2	0	1	1	0	0	1	1	1	1	2	0	1	1	2	0	0	0	2	1	FGFP

EDUCATIONAL OBJECTIVE TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATI				
				Comprehension		Format					Administration				
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time	Scoring	Norm Range
	Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1
B. Meaningful Memory															
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY Memory	(CTB)	8	2	2	2	0	1	0	1	1	1	1	1	2	1
° *DETROIT TESTS OF LEARNING APTITUDE Oral Commissions*	(BMC)	5	0	3	3	2	2	0	1	1	0	0	1	2	1
° *ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Visual Reception*	(UIP)	6	0	3	3	1	1	0	1	1	0	1	1	1	1
° *ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Visual Sequential Memory*	(UIP)	7	0	2	2	1	1	0	1	1	0	1	1	1	1
MURPHY-DURRELL READING READINESS ANALYSIS Learning Rate Test	(HBJ)	8	0	3	3	2	2	0	1	1	2	1	1	2	0
° *PRESCHOOL INVENTORY Concept Activation-Numerical*	(ETS)	4	0	2	2	1	1	0	1	1	0	1	1	1	1
C. Visual Memory															
° *FOSTER MAZES Total*	(CHS)	6	0	1	1	1	2	0	1	1	0	0	0	1	0
° *PARENT READINESS EVALUATION OF PRESCHOOLERS Visual Memory*	(PII)	5	0	2	2	1	0	0	1	1	0	1	1	2	0
° *PICTORIAL TEST OF INTELLIGENCE Immediate Recall*	(HMC)	8	1	3	3	2	2	0	1	1	0	1	1	2	1
READING APTITUDE TESTS Visual	(HMC)	2	1	2	2	1	1	0	1	1	2	1	1	2	0
SCREENING TEST FOR THE ASSIGNMENT OF REMEDIAL TREATMENTS Visual Memory	(PII)	8	1	2	1	1	1	0	1	1	2	1	1	1	0
SCREENING TEST OF ACADEMIC READINESS Picture Completion	(PII)	5	0	2	2	1	1	0	1	1	2	1	1	1	0
° *WECHSLER INTELLIGENCE SCALE FOR CHILDREN Coding*	(PC)	6	1	3	3	1	1	0	1	1	0	0	1	2	0
D. Auditory Memory															
° *DETROIT TESTS OF LEARNING APTITUDE Auditory Attention Span for Related Syllables*	(BMC)	7	0	2	3	2	2	0	1	1	0	0	1	1	1
° *DETROIT TESTS OF LEARNING APTITUDE Auditory Attention Span for Unrelated Words*	(BMC)	5	0	3	3	2	2	0	1	1	0	0	1	2	1
GATES-MacGINITIE READING TESTS-READINESS SKILLS Listening Comprehension	(TCP)	5	0	3	2	1	1	0	1	1	2	1	1	2	0
° *ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Auditory Sequential Memory*	(UIP)	8	0	3	3	2	2	0	1	1	0	1	1	1	1
° *PARENT READINESS EVALUATION OF PRESCHOOLERS Auditory Memory*	(PII)	5	0	2	2	1	0	0	1	1	0	1	1	2	0
° *PARENT READINESS EVALUATION OF PRESCHOOLERS Listening*	(PII)	6	0	2	3	2	2	0	1	1	0	1	1	2	0
° *RILEY ARTICULATION AND LANGUAGE TEST Articulation*	(WPS)	6	2	2	3	2	2	0	1	1	0	0	1	1	0

EVALUATIONS

	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format					Administration				Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time			Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
ing ce	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1		0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good - Fair - Poor
	8	2	2	2	0	1	0	1	1	1	1	1		2	1	1	2	0	1	1	0	0	0	0	2	2	FFGP
	5	0	3	3	2	2	0	1	1	0	0	1		2	1	1	2	0	0	1	0	0	0	0	2	2	PGFP
	6	0	3	3	1	1	0	1	1	0	1	1		1	1	0	2	0	1	1	0	0	0	0	2	2	FFFP
	7	0	2	2	1	1	0	1	1	0	1	1		1	1	0	2	0	1	1	0	0	0	0	2	2	FFFP
	8	0	3	3	2	2	0	1	1	2	1	1		2	0	1	2	0	1	3	0	0	0	0	1	2	FGGP
	4	0	2	2	1	1	0	1	1	0	1	1		1	1	0	0	0	1	0	0	0	0	0	0	0	PFPP
	6	0	1	1	1	2	0	1	1	0	0	0		1	0	0	1	0	1	0	0	0	0	1	0	1	FFPP
	5	0	2	2	1	0	0	1	1	0	1	1		2	0	1	0	0	1	1	0	0	0	0	1	0	PFFP
	8	1	3	3	2	2	0	1	1	0	1	1		2	1	1	2	0	1	1	0	0	0	0	2	1	FGFP
	2	1	2	2	1	1	0	1	1	2	1	1		2	0	1	2	0	1	2	0	0	0	0	2	2	PFGP
	8	1	2	1	1	1	0	1	1	2	1	1		1	0	1	2	0	1	1	2	1	0	0	1	1	FFFP
	5	0	2	2	1	1	0	1	1	2	1	1		1	0	1	2	0	1	1	0	0	0	0	0	1	PFFP
	6	1	3	3	1	1	0	1	1	0	0	1		2	0	1	2	0	0	1	0	0	0	0	3	1	FFFP
	7	0	2	3	2	2	0	1	1	0	0	1		1	1	1	2	0	0	1	0	0	0	0	3	2	FGFP
	5	0	3	3	2	2	0	1	1	0	0	1		2	1	1	2	0	0	1	0	0	0	0	2	2	PGFP
	5	0	3	2	1	1	0	1	1	2	1	1		2	0	1	2	1	1	0	0	1	0	0	1	1	PFGP
	8	0	3	3	2	2	0	1	1	0	1	1		1	1	0	2	0	1	1	0	0	0	0	2	2	FGFP
	5	0	2	2	1	0	0	1	1	0	1	1		2	0	1	0	0	1	1	0	0	0	0	1	0	PFFP
	6	0	2	3	2	2	0	1	1	0	1	1		2	0	1	0	0	1	1	0	0	0	0	1	0	FGFP
	6	2	2	3	2	2	0	1	1	0	0	1		1	0	0	1	0	0	1	0	0	0	0	0	1	FGPP

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILI						
			Comprehension		Format					Administration			Scoring	Interpre		
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Test Administration	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2
° *RILEY ARTICULATION AND LANGUAGE TEST* *Sentence Repetition* (WPS)	6	2	2	3	2	2	0	1	1	0	0	1	1	0	0	1
SCREENING TEST FOR THE ASSIGNMENT OF REMEDIAL TREATMENTS *Auditory Memory* (PII)	4	1	2	1	0	0	0	1	1	2	1	1	1	0	1	2
° *VALETT DEVELOPMENTAL SURVEY OF BASIC LEARNING ABILITIES* *Auditory Discrimination* (CPP)	3	0	3	3	1	1	0	1	1	0	1	0	0	1	0	0
° *WECHSLER INTELLIGENCE SCALE FOR CHILDREN* *Digit Span* (PC)	7	1	3	4	2	2	0	1	1	0	0	1	2	0	1	2
° *WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE* *Sentences* (PC)	8	2	3	3	2	2	0	1	1	0	0	1	1	1	1	2
THE PSYCHOMOTOR DOMAIN																
8. PHYSICAL COORDINATION																
° *EARLY DETECTION INVENTORY* *Motor Performance* (FEC)	4	0	2	3	1	1	0	1	1	0	1	1	0	0	1	0
* *GESELL DEVELOPMENTAL SCHEDULE* *Motor* (PC)	4	0								0	0	1	0	0	1	2
* *MATURITY LEVEL FOR SCHOOL ENTRANCE & READING READINESS* *Readiness for School Entrance* (AGS)	2	0								0	1	0	1	0	1	1
* *MATURITY LEVEL FOR SCHOOL ENTRANCE & READING READINESS* *Reading Readiness* (AGS)	2	0								0	1	1	1	0	1	1
° *MERRILL-PALMER SCALE OF MENTAL TESTS* *Total* (CHS)	6	2	3	3	1	1	0	1	1	0	0	0	0	1	1	2
OSERETSKY TESTS OF MOTOR PROFICIENCY *Total* (AGS)	5	0	3	3	2	2	0	1	1	1	1	1	1	1	1	1
* *PRESCHOOL ATTAINMENT RECORD* *Total* (AGS)	2	0								0	1	1	0	0	1	1
* *QUICK SCREENING SCALE OF MENTAL DEVELOPMENT* *Total* (PA)	4	0								0	0	1	2	1	1	1
° *RING AND PEG TESTS OF BEHAVIOR DEVELOPMENT* *Total* (PA)	4	2	3	2	2	2	0	1	1	0	0	1	0	1	1	1
° *VALETT DEVELOPMENTAL SURVEY OF BASIC LEARNING ABILITIES* *Motor Integration and Physical Development* (CPP)	6	0	3	3	2	2	0	1	1	0	1	0	0	1	0	0
A. Eye-Hand Coordination																
° *ANTON BRENNER DEVELOPMENTAL GESTALT TEST OF SCHOOL READINESS* *Total* (WPS)	4	2	2	2	1	1	0	1	1	0	1	1	0	0	1	2
° *ARTHUR POINT SCALE OF PERFORMANCE TESTS* *Seguin Form Board (Arthur Revision)* (PC)	5	0	3	3	2	2	0	1	1	0	0	1	2	1	0	2
° *BENDER VISUAL MOTOR GESTALT TEST* *Total* (AOA)	7	2	2	2	1	1	0	1	1	0	0	1	0	0	0	0
° *CANADIAN INTELLIGENCE TEST* *Total* (RP)	4	0	2	2	1	1	0	1	1	0	1	0	0	1	1	1
CLYMER-BARRETT PREREADING BATTERY *Visual Motor Coordination* (PPI)	5	0	2	3	1	1	0	1	1	2	1	0	0	0	1	2
° *DETROIT TESTS OF LEARNING APTITUDE* *Memory for Designs* (BMC)	4	0	2	2	2	2	0	1	1	0	0	1	0	1	1	2

EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
Comprehension		Format					Administration			Scoring	Interpretation												
Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
2	3	2	2	0	1	1	0	0	1	1	0	0	1	0	0	1	0	0	0	0	0	1	FGPP
2	1	0	0	0	1	1	2	1	1	1	0	1	2	0	1	1	2	1	0	0	1	1	PPFP
3	3	1	1	0	1	1	0	1	0	0	1	0	0	0	1	1	0	0	0	0	0	0	PFPP
3	4	2	2	0	1	1	0	0	1	2	0	1	2	0	0	1	0	0	0	0	3	1	FGFP
3	3	2	2	0	1	1	0	0	1	1	1	1	2	0	1	1	0	2	0	0	2	1	PGFP
2	3	1	1	0	1	1	0	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	PFPP
							0	0	1	0	0	1	2	0	0	0	0	0	0	0	0	0	P-PP
							0	1	0	1	0	1	1	0	1	3	0	0	0	0	1	0	P-FP
							0	1	1	1	0	1	1	0	1	3	0	0	0	0	1	0	P-FP
3	3	1	1	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	0	0	2	2	FFPP
3	3	2	2	0	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	0	0	1	PGFP
							0	1	1	0	0	1	1	0	1	1	0	0	0	0	0	1	P-FP
							0	0	1	2	1	1	1	0	0	0	0	0	0	0	0	0	P-FP
3	2	2	2	0	1	1	0	0	1	0	1	1	1	0	0	1	0	3	0	0	2	1	FGPF
3	3	2	2	0	1	1	0	1	0	0	1	0	0	0	1	1	0	0	0	0	0	0	FGPP
2	2	1	1	0	1	1	0	1	1	0	0	1	2	0	1	2	1	2	0	0	1	1	FFFP
3	3	2	2	0	1	1	0	0	1	2	1	0	2	0	0	0	0	0	0	0	0	1	PGFP
2	2	1	1	0	1	1	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	FFPP
2	2	1	1	0	1	1	0	1	0	0	1	1	1	0	1	0	0	0	0	0	0	2	PFPP
2	3	1	1	0	1	1	2	1	0	0	0	1	2	0	1	2	0	3	0	0	2	1	PFFF
2	2	2	2	0	1	1	0	0	1	0	1	1	2	0	0	1	0	0	0	0	2	2	PFFP

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE US					
			Comprehension		Format					Administration			Scoring		
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1
DEVELOPMENTAL TEST OF VISUAL-MOTOR INTEGRATION *Total* (FEC)	6	3	3	3	1	1	0	1	1	1	1	0	0	1	1
DIAGNOSTIC READING TESTS *Eye-Hand and Motor Coordination* (CDRT)	6	0	1	1	0	0	0	1	1	2	1	1	2	0	1
GATES-MacGINITIE READING TESTS-READINESS SKILLS *Visual-Motor Coordination* (TCP)	6	0	3	3	1	1	0	1	1	2	1	1	1	0	1
[4] *GESELL DEVELOPMENTAL SCHEDULES* *Adaptive* (PC)	3	0								0	0	1	0	0	1
[o] *HISKEY-NEBRASKA TEST OF LEARNING APTITUDE* *Total* (MSH)	4	0	3	2	1	1	0	1	1	0	0	0	0	1	1
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION *Eye-Motor Coordination* (CPS)	7	0	3	2	2	1	0	1	1	1	0	1	1	1	0
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION *Spatial Relationships* (CPS)	6	0	2	2	2	2	0	1	1	1	0	1	1	1	0
METROPOLITAN READINESS TESTS *Copying* (HBJ)	8	4	3	3	1	2	0	1	1	2	1	1	0	0	1
[o] *MINNESOTA PERCEPTO-DIAGNOSTIC TEST* *Total* (WPS)	6	2	3	3	1	2	0	1	1	0	1	1	1	0	0
[o] *MOORE EYE-HAND COORDINATION TEST* *Total* (JMA)	4	1	3	3	1	2	0	1	1	0	1	1	2	1	1
PERCEPTUAL TESTING AND TRAINING GUIDE FOR KINDERGARTEN TEACHERS *Total* (WHLRF)	8	1	3	3	2	2	0	1	1	1	1	1	0	0	1
PSYCHOLOGICAL EVALUATION OF CHILDREN'S HUMAN FIGURE DRAWINGS *Emotional Indicators* (GS)	4	4	3	3	2	2	0	1	1	1	1	1	0	0	0
[o] *READING APTITUDE TESTS* *Motor* (HMC)	7	1	2	2	0	0	0	1	1	0	1	1	1	0	1
[o] *RUTGERS DRAWING TEST* *Total* (ASS)	6	3	3	3	1	2	0	1	1	0	1	1	0	1	1
SCREENING TEST FOR THE ASSIGNMENT OF REMEDIAL TREATMENTS *Visual Copying* (PII)	7	1	2	3	1	1	0	0	1	2	1	1	1	0	1
SCREENING TEST OF ACADEMIC READINESS *Copying* (PII)	6	0	3	3	1	1	0	1	1	2	1	1	0	0	1
SLOSSON DRAWING COORDINATION TEST *Total* (SEP)	8	1	2	2	1	0	0	1	1	2	1	1	0	1	0
[o] *SOUTHERN CALIFORNIA MOTOR ACCURACY TEST* *Total* (WPS)	7	2	3	3	2	2	0	1	0	0	0	1	1	1	1
[o] *STANDARD READING TESTS* *Copying Abstract Figures* (CW)	5	0	2	2	1	1	0	1	1	0	1	1	0	0	0
[o] *STANDARD READING TESTS* *Copying a Sentence* (CW)	6	0	2	2	1	1	0	1	1	0	1	1	0	0	0
[o] *VALETT DEVELOPMENTAL SURVEY OF BASIC LEARNING ABILITIES* *Visual-Motor Coordination* (CPP)	8	0	3	3	1	1	0	1	1	0	1	0	0	1	0
VISION, HEARING AND MOTOR COORDINATION *Motor Coordination* (CTB)	5	0	2	2	1	1	0	1	1	2	1	1	2	0	1
[o] *WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE* *Geometric Design* (PC)	6	2	3	3	2	2	0	1	1	0	0	1	0	1	1

ALUATIONS

SUREMENT ALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
		Comprehension		Format					Administration			Scoring	Interpretation												
Content	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
0	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
3		3	3	1	1	0	1	1	1	1	0	0	1	1	2	0	1	2	2	0	0	0	2	1	FFFP
0		1	1	0	0	0	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	0	0	1	FPGP
0		3	3	1	1	0	1	1	2	1	1	1	0	1	2	1	1	0	0	0	0	0	1	1	FFFP
0		3	3	1	1	0	1	1	2	1	1	1	0	1	2	1	1	0	0	0	0	0	1	1	FFFP
0									0	0	1	0	0	1	2	0	0	0	0	0	0	0	0	0	0	P-PP
0		3	2	1	1	0	1	1	0	0	0	0	1	1	0	0	0	1	0	0	0	0	1	1	PFPP
0		3	2	2	1	0	1	1	1	0	1	1	1	0	2	0	0	0	0	0	0	0	1	1	FFFP
0		2	2	2	2	0	1	1	1	0	1	1	1	0	2	0	0	0	0	0	0	0	1	1	FFFP
4		3	3	1	2	0	1	1	2	1	1	0	0	1	2	0	1	2	0	2	1	0	1	1	GGFP
2		3	3	1	2	0	1	1	0	1	1	1	0	0	2	0	0	1	0	2	0	0	1	2	FGFP
1		3	3	1	2	0	1	1	0	1	1	2	1	1	2	0	1	0	0	0	0	0	1	1	PGFP
1		3	3	2	2	0	1	1	1	1	1	0	0	1	0	0	1	1	0	0	0	0	0	0	FGFP
4		3	3	2	2	0	1	1	1	1	1	0	0	0	0	0	0	2	0	0	0	0	0	0	FGPP
1		2	2	0	0	0	1	1	0	1	1	1	0	1	2	0	1	1	0	0	0	0	3	2	FFFP
3		3	3	1	2	0	1	1	0	1	1	0	1	1	1	0	1	0	0	0	0	0	1	1	FGFP
1		2	3	1	1	0	0	1	2	1	1	1	0	1	2	0	1	1	3	2	0	0	2	1	FFFF
0		3	3	1	1	0	1	1	2	1	1	0	0	1	2	0	1	1	0	0	0	0	0	1	FFFP
1		2	2	1	0	0	1	1	2	1	1	0	1	0	2	0	1	1	0	0	0	0	1	2	FFFP
2		3	3	2	2	0	1	0	0	0	1	1	1	1	0	0	0	1	3	2	1	0	1	2	FGPF
0		2	2	1	1	0	1	1	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	PFPP
0		2	2	1	1	0	1	1	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	FPPP
0		3	3	1	1	0	1	1	0	1	0	0	1	0	0	0	1	1	0	0	0	0	0	0	FFPP
0		2	2	1	1	0	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	0	0	0	PFGP
2		3	3	2	2	0	1	1	0	0	1	0	1	1	2	0	1	1	1	2	0	0	3	1	FGFF

EDUCATIONAL OBJECTIVE TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY									
			Comprehension		Format					Administration			Scoring	Interpretation					
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3
WIDE RANGE ACHIEVEMENT TEST Spelling (GA)	4	3	1	1	0	0	0	1	1	1	1	1	0	0	1	2	0	1	2
B. Small Muscle Coordination																			
° *DETROIT TESTS OF LEARNING APTITUDE Motor Speed and Precision* (BMC)	6	0	3	2	1	0	0	1	1	0	0	1	1	1	1	2	0	0	1
⁴ *PRESCHOOL ATTAINMENT RECORD Manipulation* (AGS)	4	0								0	1	1	0	0	1	1	0	1	1
C. Large Muscle and Motor Coordination																			
⁴ *PRESCHOOL ATTAINMENT RECORD Ambulation* (AGS)	5	0								0	1	1	0	0	1	1	0	1	1
° *SOUTHERN CALIFORNIA PERCEPTUAL-MOTOR TESTS Bilateral Motor Coordination* (WPS)	4	0	3	3	2	2	0	1	1	0	0	1	0	1	1	2	0	0	0
° *SOUTHERN CALIFORNIA PERCEPTUAL-MOTOR TESTS Crossing Mid-Line of Body* (WPS)	4	0	3	3	2	2	0	1	1	0	0	1	1	1	1	2	0	0	0
° *SOUTHERN CALIFORNIA PERCEPTUAL-MOTOR TESTS Imitation of Postures* (WPS)	4	0	3	3	2	2	0	1	1	0	0	1	1	1	1	2	0	0	0
° *SOUTHERN CALIFORNIA PERCEPTUAL-MOTOR TESTS Standing Balance-Eyes Closed* (WPS)	4	0	3	3	2	2	0	1	1	0	0	1	1	1	1	2	0	0	0
° *SOUTHERN CALIFORNIA PERCEPTUAL-MOTOR TESTS Standing Balance-Eyes Open* (WPS)	4	0	3	3	2	2	0	1	1	0	0	1	1	1	1	2	0	0	0
THE SUBJECT-ACHIEVEMENT DOMAIN																			
9. ARTS AND CRAFTS																			
A. Arts and Crafts Comprehension																			
B. Expressive and Representational Skill in Arts and Crafts																			
EVANSTON EARLY IDENTIFICATION SCALE Total (FEC)	4	0	3	4	2	2	0	1	1	2	1	0	0	0	1	2	0	1	2
GOODENOUGH-HARRIS DRAWING TESTS Point Scale: Man (HBJ)	4	0	3	3	2	2	0	1	1	1	0	1	0	1	1	2	0	0	0
GOODENOUGH-HARRIS DRAWING TESTS Point Scale: Self (HBJ)	4	0	3	3	2	2	0	1	1	1	0	1	0	1	1	2	0	0	0
GOODENOUGH-HARRIS DRAWING TESTS Point Scale: Woman (HBJ)	4	0	3	3	2	2	0	1	1	1	0	1	0	1	1	2	0	0	0
GOODENOUGH-HARRIS DRAWING TESTS Quality Scale: Man (HBJ)	4	0	3	3	2	2	0	1	1	1	0	1	0	1	1	2	0	0	0
GOODENOUGH-HARRIS DRAWING TESTS Quality Scale: Woman (HBJ)	4	0	3	3	2	2	0	1	1	1	0	1	0	1	1	2	0	0	0
° *PSYCHOLOGICAL EVALUATION OF CHILDREN'S HUMAN FIGURE DRAWINGS Developmental Items* (GS)	4	4	3	3	2	2	0	1	1	0	0	1	0	0	0	0	0	0	1
10. FOREIGN LANGUAGE																			

EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
ompre-ension		Format					Administration			Scoring	Interpretation						Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?							
	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
	1	0	0	0	1	1	1	1	1	0	0	1	2	0	1	2	0	3	0	0	2	2	FPFF
	2	1	0	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	0	0	FFFP
							0	1	1	0	0	1	1	0	1	1	0	0	0	0	0	1	P-FP
							0	1	1	0	0	1	1	0	1	1	0	0	0	0	0	1	P-FP
	3	2	2	0	1	1	0	0	1	0	1	1	2	0	0	0	0	0	0	0	1	2	PGPP
	3	2	2	0	1	1	0	0	1	1	1	1	2	0	0	0	0	0	0	0	1	2	PGFP
	3	2	2	0	1	1	0	0	1	1	1	1	2	0	0	0	1	0	0	0	1	2	PGFP
	3	2	2	0	1	1	0	0	1	1	1	1	2	0	0	0	0	0	0	0	1	2	PGFP
	3	2	2	0	1	1	0	0	1	1	1	1	2	0	0	0	1	0	0	0	1	2	PGFP
	4	2	2	0	1	1	2	1	0	0	0	1	2	0	1	2	0	0	0	0	1	1	FGFP
	3	2	2	0	1	1	1	0	1	0	1	1	2	0	0	0	0	0	0	0	1	2	PGFP
	3	2	2	0	1	1	1	0	1	0	1	1	2	0	0	0	0	0	0	0	1	2	PGFP
	3	2	2	0	1	1	1	0	1	0	1	1	2	0	0	0	0	0	0	0	1	2	PGFP
	3	2	2	0	1	1	1	0	1	0	1	1	2	0	0	0	0	0	0	0	1	2	PGFP
	3	2	2	0	1	1	1	0	1	0	1	1	2	0	0	0	0	0	0	0	1	2	PGFP
	3	2	2	0	1	1	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	FGPP

EDUCATIONAL OBJECTIVE TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY								
			Comprehension		Format					Administration			Scoring	Interpretation				
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1
A. Oral Comprehension of a Foreign Language																		
B. Speaking Fluency in a Foreign Language																		
C. Interest in and Application of a Foreign Language																		
D. Cultural Insight Through a Foreign Language																		
11. FUNCTION AND STRUCTURE OF THE HUMAN BODY																		
D *PRESCHOOL INVENTORY* *Personal-Social Responsiveness* (ETS)	3	0	2	2	1	1	0	1	1	0	1	1	1	1	0	0	0	1
A. Identification of Body Parts and Positions																		
CALIFORNIA TEST OF MENTAL MATURITY-LONG FORM *Spatial Relationships* (CTB)	3	0	2	1	1	1	0	0	1	1	1	1	2	1	1	2	0	1
E *SOUTHERN CALIFORNIA PERCEPTUAL-MOTOR TESTS* *Right-Left Discrimination* (WPS)	8	0	2	2	2	2	0	1	1	0	0	1	1	1	1	2	0	0
B. Growth and Development																		
C. Knowledge of Emotional Health																		
D. Identification of Self and Surroundings																		
12. HEALTH																		
A *CHILD BEHAVIOR RATING SCALE* *Physical Adjustment* (WPS)	2	1								0	1	1	2	0	0	2	0	1
A. Knowledge of Personal Hygiene and Grooming																		
B. Practicing Personal Hygiene and Grooming																		
A *CAIN-LEVINE SOCIAL COMPETENCY SCALE* *Self Help* (CPP)	4	1								0	1	1	0	0	1	2	0	1
A *PRESCHOOL ATTAINMENT RECORD* *Responsibility* (AGS)	3	0								0	1	1	0	0	1	1	0	1
C. Knowledge of Food and Nutrition																		
D. Practicing Food and Nutrition																		
E. Knowledge of Prevention and Control of Disease																		
F. Practicing Prevention and Control of Disease																		
13. MATHEMATICS																		

TEST EVALUATIONS

	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format					Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
Possible Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good - Fair - Poor
anguage																										
nguage																										
AN BODY																										
(ETS)	3	0	2	2	1	1	0	1	1	0	1	1	1	1	0	0	0	1	0	0	0	0	0	0	0	PFPP
Positions																										
(CTB)	3	0	2	1	1	1	0	0	1	1	1	1	2	1	1	2	0	1	1	0	0	0	0	1	2	PFGP
(WPS)	8	0	2	2	2	2	0	1	1	0	0	1	1	1	1	2	0	0	0	0	0	0	0	1	2	FFFP
undings																										
(WPS)	2	1								0	1	1	2	0	0	2	0	1	1	0	0	0	0	2	1	P-FP
(CPP)	4	1								0	1	1	0	0	1	2	0	1	1	0	2	0	0	2	2	P-FF
(AGS)	3	0								0	1	1	0	0	1	1	0	1	1	0	0	0	0	0	1	P-FP
trol																										
ol																										

KINDERGARTE

EDUCATIONAL OBJECTIVE TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY							
			Comprehension		Format					Administration			Scoring	Interpretati			
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Groups
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-
METROPOLITAN READINESS TESTS *Numbers* (HBJ)	7	4	2	2	1	2	0	1	1	2	1	1	2	0	1	2	0
TESTS OF BASIC EXPERIENCES-Level L *Mathematics* (CTB)	4	0	2	2	1	1	0	1	1	2	1	0	2	0	1	2	1
A. Counting and Operations With Integers																	
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY *Numerical Reasoning* (CTB)	4	2	1	1	1	1	0	0	1	1	1	1	2	1	1	2	0
CALIFORNIA TEST OF MENTAL MATURITY-LONG FORM *Numerical Reasoning* (CTB)	5	0	1	1	1	1	0	0	1	1	1	1	2	1	1	2	0
° *DETROIT TESTS OF LEARNING APTITUDE* *Number Ability* (BMC)	6	0	2	3	1	2	0	1	1	0	0	1	2	1	1	2	0
DIAGNOSTIC READING TESTS *Relationships* (CDRT)	5	0	1	1	0	0	0	1	1	2	1	1	2	0	1	2	0
° *PEABODY INDIVIDUAL ACHIEVEMENT TEST* *Mathematics* (AGS)	5	1	3	3	1	2	0	1	1	0	1	1	2	1	1	2	1
° *PICTORIAL TEST OF INTELLIGENCE* *Size and Number* (HMC)	4	1	3	3	2	2	0	1	1	0	1	1	2	1	1	2	0
° *PRESCHOOL ACADEMIC SKILLS TEST* *Counting* (PPS)	5	3	3	3	2	2	0	1	1	0	1	1	2	0	0	2	0
* *PRESCHOOL ATTAINMENT RECORD* *Ideation* (AGS)	3	0								0	1	1	0	0	1	1	0
PRIMARY MENTAL ABILITIES *Number Facility* (SRA)	4	1	3	3	1	1	0	1	1	1	1	0	1	0	1	2	0
° *SCHOOL READINESS SURVEY* *Number Concepts* (CPP)	4	0	2	2	0	1	0	1	1	0	1	1	2	0	1	2	0
SCREENING TEST OF ACADEMIC READINESS *Numbers* (PII)	4	0	3	2	1	1	0	1	1	2	1	1	1	0	1	2	0
STANFORD EARLY SCHOOL ACHIEVEMENT TEST *Mathematics* (HBJ)	4	0	2	2	1	1	0	1	1	1	1	1	2	0	1	2	
° *VALETT DEVELOPMENTAL SURVEY OF BASIC LEARNING ABILITIES* *Conceptual Development* (CPP)	3	0	3	3	1	1	0	1	1	0	1	0	0	1	0	0	0
WATSON NUMBER-READINESS TEST *Total* (BSC)	2	1	2	2	2	1	0	1	1	2	1	1	0	0	1	1	0
° *WECHSLER INTELLIGENCE SCALE FOR CHILDREN* *Arithmetic* (PC)	6	1	3	3	2	2	0	1	1	0	0	1	2	0	1	2	0
° *WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE* *Arithmetic* (PC)	6	2	2	3	2	2	0	1	1	0	0	1	2	1	1	2	0
° *WIDE RANGE ACHIEVEMENT TEST* *Arithmetic* (GA)	7	3	1	2	0	1	0	1	1	0	1	1	2	0	1	2	0
B. Comprehension of Sets in Mathematics																	
C. Comprehension of Numbers in Mathematics																	
D. Comprehension of Equality and Inequality in Mathematics																	

ENT Y	EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
	Comprehension		Format					Administration			Scoring	Interpretation						Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
Concurrent and	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?							
0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
4	2	2	1	2	0	1	1	2	1	1	2	0	1	2	0	1	2	0	1	1	0	1	1	GFGP
0	2	2	1	1	0	1	1	2	1	0	2	0		2	1	1	1	0	1	0	0	2	2	PFGP
2	1	1	1	1	0	0	1	1	1	1	2	1	1	2	0	1	1	0	0	0	0	1	2	FPGP
0	1	1	1	1	0	0	1	1	1	1	2	1	1	2	0	1	1	0	0	0	0	1	2	PPGP
0	2	3	1	2	0	1	1	0	0	1	2	1	1	2	0	0	1	0	0	0	0	2	2	FFFP
0	1	1	0	0	0	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	0	0	1	PPGP
1	3	3	1	2	0	1	1	0	1	1	2	1	1	2	1	1	1	0	0	0	0	2	2	FGGP
1	3	3	2	2	0	1	1	0	1	1	2	1	1	2	0	1	1	0	0	0	0	2	1	PGFP
3	3	3	2	2	0	1	1	0	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	FGFP
0								0	1	1	0	0	1	1	0	1	1	0	0	0	0	0	1	P-FP
1	3	3	1	1	0	1	1	1	1	0	1	0	1	2	0	1	2	0	0	0	0	2	2	PFFP
0	2	2	0	1	0	1	1	0	1	1	2	0	1	2	0	1	3	0	0	0	0	1	1	PFGP
0	3	2	1	1	0	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	0	0	1	PFFP
0	2	2	1	1	0	1	1	1	1	1	2	0	1	2	1	1	1	0	1	0	0	2	2	PFGP
0	3	3	1	1	0	1	1	0	1	0	0	1	0	0	0	1	1	0	0	0	0	0	0	PFPP
1	2	2	2	1	0	1	1	2	1	1	0	0	1	1	0	1	2	0	0	0	0	0	1	PFFP
1	3	3	2	2	0	1	1	0	0	1	2	0	1	2	0	0	1	0	0	0	0	3	1	FGFP
2	2	3	2	2	0	1	1	0	0	1	2	1	1	2	0	1	1	2	2	0	0	2	1	FGFF
3	1	2	0	1	0	1	1	0	1	1	2	0	1	2	0	1	2	0	3	0	0	2	2	FFFF

EDUCATIONAL OBJECTIVE TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE					
				Comprehension		Format					Administration					
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time	Scoring	Norm Range	Score Interpretation
Rating Range		0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1
E. Arithmetic Problem Solving																
F. Measurement Reading and Making																
G. Geometric Vocabulary and Recognition																
14. MUSIC																
A. Aural Identification and Music Knowledge																
B. Singing																
C. Instrument Playing																
D. Rhythmic Response (Dance)																
15. ORAL LANGUAGE SKILLS																
* *GESELL DEVELOPMENTAL SCHEDULES Language*	(PC)	6	0								0	0	1	0	0	1
○ *MINNESOTA PRESCHOOL SCALE Total*	(AGS)	4	0	3	3	1	1	0	1	1	0	1	0	0	1	1
○ *MINNESOTA PRESCHOOL SCALE Verbal*	(AGS)	4	0	3	3	1	1	0	1	1	0	1	0	0	1	1
A. Oral Semantic Skills																
* *CAIN-LEVINE SOCIAL COMPETENCY SCALE Communication*	(CPP)	5	1								0	1	1	0	0	1
○ *DETROIT TESTS OF LEARNING APTITUDE Orientation*	(BMC)	2	0	2	3	2	2	0	1	1	0	0	1	1	1	1
○ *DETROIT TESTS OF LEARNING APTITUDE Pictorial Absurdities*	(BMC)	2	0	3	3	2	0	0	1	1	0	0	1	1	1	1
○ *EARLY DETECTION INVENTORY Overall Readiness*	(FEC)	2	0	2	3	1	1	0	1	1	0	1	1	0	0	1
○ *EARLY DETECTION INVENTORY School Readiness Tasks*	(FEC)	2	0	2	3	1	1	0	1	1	0	1	1	0	0	1
○ *HOLBORN VOCABULARY TEST FOR YOUNG CHILDREN Total*	(GGHC)	5	0	1	1	2	2	0	1	1	0	1	0	2	1	1
○ *HOUSTON TEST FOR LANGUAGE DEVELOPMENT Total*	(HTC)	4	0	2	2	1	1	0	1	1	0	0	0	0	1	0
○ *PARENT READINESS EVALUATION OF PRESCHOOLERS General Information*	(PII)	5	0	2	2	2	2	1	1	1	0	1	1	2	0	1
○ *PRESCHOOL ACADEMIC SKILLS TEST Vocabulary*	(PPS)	6	3	3	3	2	2	0	1	1	0	1	1	2	0	0
* *PRESCHOOL ATTAINMENT RECORD Communication*	(AGS)	5	0								0	1	1	0	0	1

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NT	EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
	Comprehension		Format					Administration				Interpretation												
Concurrent	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Test Administration	Training of Administrator	Administration Time	Scoring	Norm Range	Score Interpretaion	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
6	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
								0	0	1	0	0	1	2	0	0	0	0	0	0	0	0	0	F-PP
	3	3	1	1	0	1	1	0	1	0	0	1	1	1	0	1	1	0	0	2	0	2	2	PFFF
	3	3	1	1	0	1	1	0	1	0	0	1	1	1	0	1	1	0	0	2	0	2	2	PFFF
								0	1	1	0	0	1	2	0	1	1	0	3	0	0	1	2	F-FF
	2	3	2	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	2	2	PGFP
	3	3	2	0	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	1	2	PFFP
	2	3	1	1	0	1	1	0	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	PFPP
	2	3	1	1	0	1	1	0	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	PFPP
	1	1	2	2	0	1	1	0	1	0	2	1	1	1	0	1	0	0	0	0	0	1	1	PFFP
	2	2	1	1	0	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	PFPP
	2	2	2	2	1	1	1	0	1	1	2	0	1	0	0	1	1	0	0	0	0	1	0	PGFP
	3	3	2	2	0	1	1	0	1	1	2	0	0	2	0	1	1	0	2	0	0	0	0	FGFP
								0	1	1	0	0	1	1	0	1	1	0	0	0	0	0	1	P-FP

EDUCATIONAL OBJECTIVE TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY								
				Comprehension		Format					Administration				Interpretation				
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Test Administration	Training of Administrator	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter
Rating Range		0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1
* *PRESCHOOL ATTAINMENT RECORD Information*	(AGS)	4	0								0	1	1	0	0	1	1	0	1
° *PRESCHOOL INVENTORY Associative Vocabulary*	(ETS)	6	0	2	2	2	2	0	1	1	0	1	1	1	1	0	0	0	1
° *PRESCHOOL INVENTORY Total*	(ETS)	4	1	2	2	1	1	0	1	1	0	1	1	0	1	1	1	0	1
° *SCHOOL READINESS SURVEY General Information*	(CPP)	4	0	3	3	1	1	0	1	1	0	1	1	2	0	1	2	0	1
° *SCHOOL READINESS SURVEY Speaking Vocabulary*	(CPP)	5	0	3	3	1	1	0	1	1	0	1	1	2	0	1	2	0	1
° *VALETT DEVELOPMENTAL SURVEY OF BASIC LEARNING ABILITIES Language Development and Verbal Fluency*	(CPP)	7	0	3	3	2	2	0	1	1	0	1	0	0	1	0	0	0	1
° *VERBAL LANGUAGE DEVELOPMENT SCALE Total*	(AGS)	3	0	3	4	2	2	0	1	1	0	1	1	0	1	0	2	0	1
° *WECHSLER INTELLIGENCE SCALE FOR CHILDREN Information*	(PC)	6	1	3	4	2	2	0	1	1	0	0	1	2	0	1	2	0	0
° *WECHSLER INTELLIGENCE SCALE FOR CHILDREN Verbal Scale*	(PC)	4	1	2	3	2	2	0	1	1	0	0	0	1	0	1	2	0	0
° *WECHSLER INTELLIGENCE SCALE FOR CHILDREN Vocabulary*	(PC)	7	1	2	3	2	2	0	1	1	0	0	1	1	0	1	2	0	0
° *WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Information*	(PC)	6	2	3	3	2	2	0	1	1	0	0	1	1	1	1	2	0	1
° *WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Verbal Score*	(PC)	4	2	2	3	2	2	0	1	1	0	0	0	1	1	1	2	0	0
° *WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Vocabulary*	(PC)	7	2	2	3	2	2	0	1	1	0	0	1	1	1	1	2	0	1
B. Oral Phonology Skills																			
° *ARIZONA ARTICULATION PROFICIENCY SCALE Total*	(WPS)	8	0	3	3	1	1	0	1	1	0	0	1	0	0	0	1	0	0
° *ARIZONA ARTICULATION PROFICIENCY SCALE-REVISED Total*	(WPS)	8	0	3	3	2	1	0	1	1	0	0	1	0	0	1	1	0	0
° *GOLDMAN-FRISTOE TEST OF ARTICULATION Total*	(AGS)	7	1	3	3	2	2	0	1	1	0	0	0	0	0	0	0	0	0
° *LARADON ARTICULATION SCALE Total*	(WPS)	7	0	3	3	1	1	0	1	1	0	0	1	0	1	1	1	0	0
MURPHY-DURRELL READING READINESS ANALYSIS Phonemes Test	(HBJ)	6	0	3	3	2	2	0	1	1	2	1	1	2	0	1	2	0	1
° *READING APTITUDE TESTS Articulation*	(HMC)	6	1	0	1	2	2	0	1	1	0	1	1	1	0	1	2	0	1
° *TEMPLIN-DARLEY TESTS OF ARTICULATION Consonant Clusters*	(BERS)	6	0	4	3	1	1	0	1	1	0	0	1	0	1	1	2	0	0
° *TEMPLIN-DARLEY TESTS OF ARTICULATION Diagnostic Test*	(BERS)	8	2	4	3	1	1	0	1	1	0	0	0	0	1	1	2	0	0
° *TEMPLIN-DARLEY TESTS OF ARTICULATION Groupings of Consonant Singles*	(BERS)	6	0	4	3	1	1	0	1	1	0	0	1	0	1	1	2	0	0

EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
Comprehension		Format					Administration			Scoring	Interpretation												
Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Test Administration	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
							0	1	1	0	0	1	1	0	1	1	0	0	0	0	0	1	P-FP
2	2	2	2	0	1	1	0	1	1	1	1	0	0	0	1	0	0	0	0	0	0	0	FFPP
2	2	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	0	3	0	0	2	2	PFFF
3	3	1	1	0	1	1	0	1	1	2	0	1	2	0	1	3	0	0	0	0	1	1	PFGP
3	3	1	1	0	1	1	0	1	1	2	0	1	2	0	1	3	0	0	0	0	2	1	PFGP
3	3	2	2	0	1	1	0	1	0	0	1	0	0	0	1	1	0	0	0	0	0	0	FGPP
3	4	2	2	0	1	1	0	1	1	0	1	0	2	0	1	0	0	0	0	0	2	2	PGFP
3	4	2	2	0	1	1	0	0	1	2	0	1	2	0	0	1	0	0	0	0	3	1	FGFP
2	3	2	2	0	1	1	0	0	0	1	0	1	2	0	0	1	0	0	0	0	2	2	PGPP
2	3	2	2	0	1	1	0	0	1	1	0	1	2	0	0	1	0	0	0	0	3	1	FGFP
3	3	2	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	2	0	0	2	1	FGFF
2	3	2	2	0	1	1	0	0	0	1	1	1	2	0	0	1	2	3	0	0	2	2	FGFF
2	3	2	2	0	1	1	0	0	1	1	1	1	2	0	1	1	1	2	0	0	3	1	FGFF
3	3	1	1	0	1	1	0	0	1	0	0	0	1	0	0	1	0	0	0	0	1	0	FFPP
3	3	2	1	0	1	1	0	0	1	0	0	1	1	0	0	1	0	0	0	0	1	1	FGPP
3	3	2	2	0	1	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	FGPP
3	3	1	1	0	1	1	0	0	1	0	1	1	1	0	0	1	0	0	0	0	0	1	FFPP
3	3	2	2	0	1	1	2	1	1	2	0	1	2	0	1	3	0	0	0	0	1	2	FGGP
0	1	2	2	0	1	1	0	1	1	1	0	1	2	0	1	1	0	0	0	0	3	2	FFFP
4	3	1	1	0	1	1	0	0	1	0	1	1	2	0	0	1	0	0	0	0	2	1	FGFP
4	3	1	1	0	1	1	0	0	0	0	1	1	2	0	0	2	0	0	0	0	2	1	FGFP
4	3	1	1	0	1	1	0	0	1	0	1	1	2	0	0	1	0	0	0	0	2	1	FGFP

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY							
				Comprehension		Format					Administration			Scoring	Interpretation			
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups
Rating Range		0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1
° *TEMPLIN-DARLEY TESTS OF ARTICULATION Groupings of Vowels and Dipthongs*	(BERS)	5	0	4	3	1	1	0	1	1	0	0	1	0	1	1	2	0
° *TEMPLIN-DARLEY TESTS OF ARTICULATION Iowa Pressure Articulation Test*	(BERS)	5	0	4	3	1	1	0	1	1	0	0	1	0	1	1	2	0
° *TEMPLIN-DARLEY TESTS OF ARTICULATION Screening Test*	(BERS)	8	2	4	3	1	1	0	1	1	0	0	1	0	1	1	2	0
C. Oral Syntactic Skills																		
D. Oral Morphology Skills																		
° *ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Grammatic Closure*	(UIP)	8	0	3	3	1	1	0	1	1	0	1	1	1	0	0	2	0
° *PARENT READINESS EVALUATION OF PRESCHOOLERS Language*	(PII)	5	0	3	3	1	1	0	1	1	0	1	1	2	0	1	0	0
16. READINESS SKILLS																		
CLYMER-BARRETT PREREADING BATTERY Total	(PPI)	6	0	3	3	1	1	0	1	1	2	1	0	0	0	1	2	0
GATES-MacGINITIE READING TESTS-READINESS SKILLS Total	(TCP)	6	0	2	2	1	1	0	1	1	2	1	0	1	0	1	2	1
° *ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Composite*	(UIP)	3	0	2	2	1	1	0	1	1	0	1	0	0	1	0	2	0
° *KAHN INTELLIGENCE TESTS Total*	(PTS)	4	3	3	3	1	1	0	1	0	0	1	0	1	0	1	1	0
LEE-CLARK READING READINESS TEST Total	(CTB)	5	1	2	1	1	0	0	0	1	1	1	1	2	0	1	2	0
MENTAL ABILITY Total	(STS)	5	0	3	3	1	1	0	1	1	2	1	1	2	0	1	2	0
METROPOLITAN READINESS TESTS Total	(HBJ)	6	4	2	2	1	2	0	1	1	2	1	1	0	0	1	2	0
PRE-READING SCREENING PROCEDURES Total	(EPS)	6	0	3	2	1	1	0	1	1	2	1	0	0	0	1	2	0
PRIMARY MENTAL ABILITIES Total	(SRA)	6	1	3	3	1	1	0	1	1	1	1	0	2	0	1	2	0
SCREENING TEST OF ACADEMIC READINESS Total	(PII)	4	1	2	3	1	0	0	1	1	2	1	0	0	0	1	2	0
° *STANDARD READING TESTS Letter Recognition Test*	(CW)	3	0	2	2	1	1	0	1	1	0	1	1	2	0	0	0	0
STANFORD EARLY SCHOOL ACHIEVEMENT TEST Letters and Sounds	(HBJ)	7	0	2	2	1	1	0	1	1	1	1	1	2	0	1	2	1
STANFORD EARLY SCHOOL ACHIEVEMENT TEST Total	(HBJ)	4	0	2	2	1	1	0	1	1	1	1	0	2	0	1	2	1
STEINBACH TEST OF READING READINESS Total	(STS)	5	0	2	2	1	0	0	1	1	2	1	0	2	0	1	2	0
A. General Readiness Skills																		

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REMENT DITY	EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
	Comprehension		Format					Administration				Scoring	Interpretation											
Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time			Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2		0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
0	4	3	1	1	0	1	1	0	0	1	0		1	1	2	0	0	1	0	0	0	0	2	1	PGFP
0	4	3	1	1	0	1	1	0	0	1	0		1	1	2	0	0	1	0	0	0	0	2	1	PGFP
2	4	3	1	1	0	1	1	0	0	1	0		1	1	2	0	0	3	3	0	0	0	2	1	FGFF
0	3	3	1	1	0	1	1	0	1	1	1		0	0	2	0	1	1	0	0	0	0	2	2	FFFP
0	3	3	1	1	0	1	1	0	1	1	2		0	1	0	0	1	1	0	0	0	0	1	0	PFFP
0	3	3	1	1	0	1	1	2	1	0	0		0	1	2	0	1	3	0	3	0	0	2	2	FFFF
0	2	2	1	1	0	1	1	2	1	0	1		0	1	2	1	1	1	0	0	0	0	1	2	FFFP
0	2	2	1	1	0	1	1	0	1	0	0		1	0	2	0	1	1	0	0	0	0	2	2	PFFP
3	3	3	1	1	0	1	0	0	1	0	1		0	1	1	0	1	1	0	0	0	0	0	2	FFFP
1	2	1	1	0	0	0	1	1	1	1	2		0	1	2	0	1	3	0	3	0	0	2	2	FPGF
0	3	3	1	1	0	1	1	2	1	1	2		0	1	2	0	1	1	0	0	0	0	2	2	PFGP
4	2	2	1	2	0	1	1	2	1	1	0		0	1	2	0	1	2	0	3	3	0	1	1	FFFF
0	3	2	1	1	0	1	1	2	1	0	0		0	1	2	0	1	2	0	0	0	0	0	1	FFFP
1	3	3	1	1	0	1	1	1	1	0	2		0	1	2	0	1	2	0	0	0	0	2	2	FFFP
1	2	3	1	0	0	1	1	2	1	0	0		0	1	2	0	1	1	0	0	0	0	2	2	PFFP
0	2	2	1	1	0	1	1	0	1	1	2		0	0	0	0	1	0	0	0	0	0	0	0	PFPP
0	2	2	1	1	0	1	1	1	1	1	2		0	1	2	1	1	1	0	1	0	0	2	2	FFGP
0	2	2	1	1	0	1	1	1	1	0	2		0	1	2	1	1	1	0	0	0	0	2	2	PFFP
0	2	2	1	0	0	1	1	2	1	0	2		0	1	2	0	1	3	0	0	0	0	1	1	PFGP

EDUCATIONAL OBJECTIVE TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINIS			
				Compre-hension		Format					Administration			Scoring
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time	
	Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2
°	*ASSESSMENT OF CHILDREN'S LANGUAGE COMPREHENSION Total* (CPP)	5	0	3	2	1	1	0	1	1	0	1	1	2
	BINION-BECK READING READINESS TEST Total (PA)	6	4	2	2	0	0	0	1	1	2	1	0	0
	CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY Language (CTB)	5	2	3	3	1	1	0	1	1	1	1	1	2
	CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY Verbal Concepts (CTB)	6	2	2	1	1	1	0	0	1	1	1	1	2
	CALIFORNIA TEST OF MENTAL MATURITY-LONG FORM Language (CTB)	5	0	2	1	1	1	0	0	1	1	1	0	2
	CALIFORNIA TEST OF MENTAL MATURITY-LONG FORM Verbal Concepts (CTB)	6	0	2	1	1	1	0	0	1	1	1	1	2
	COGNITIVE ABILITIES TEST Regular Form (HMC)	5	0	3	2	1	0	0	1	1	1	1	0	2
	COGNITIVE ABILITIES TEST Short Form (HMC)	4	0	3	2	1	0	0	1	1	1	1	0	2
	DETROIT BEGINNING FIRST-GRADE INTELLIGENCE TEST (Revised) Total (BEM)	4	1	3	3	1	0	0	1	1	1	1	0	1
°	*DETROIT TESTS OF LEARNING APTITUDE Pictorial Opposites* (BMC)	4	0	3	2	1	0	0	1	1	0	0	1	2
	DIAGNOSTIC READING TESTS Vocabulary (CDRT)	5	0	1	1	0	0	0	1	1	2	1	1	2
°	*ENGLISH PICTURE VOCABULARY TEST Total* (EEE)	6	1	3	2	1	1	0	1	1	0	1	1	1
	FIRST GRADE SCREENING TEST Total (AGS)	4	3	2	3	1	1	0	1	1	2	1	0	0
°	*FULL-RANGE PICTURE VOCABULARY TEST Total* (PTS)	7	0	3	3	1	0	0	1	1	0	1	1	2
	GATES-MacGINITIE READING TESTS-READINESS SKILLS Following Directions (TCP)	7	0	2	3	1	1	0	1	1	2	1	1	2
	HARRISON-STROUD READING READINESS PROFILES Using Symbols (HMC)	4	0	2	2	1	1	0	1	1	2	1	1	2
	HARRISON-STROUD READING READINESS PROFILES Using the Context (HMC)	5	0	2	2	1	1	0	1	1	2	1	1	2
°	*ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Auditory Reception* (UIP)	6	0	3	2	2	2	0	1	1	0	1	1	1
	LEE-CLARK READING READINESS TEST Concepts (CTB)	4	0	2	2	0	0	0	0	1	1	1	1	2
	METROPOLITAN READINESS TESTS Listening (HBJ)	6	4	3	3	1	2	0	1	1	2	1	1	2
	METROPOLITAN READINESS TESTS Word Meaning (HBJ)	7	4	3	3	1	2	0	1	1	2	1	1	2
	OTIS-LENNON MENTAL ABILITY TEST Total (HBJ)	4	1	3	3	1	1	0	1	1	2	1	0	2
°	*PARENT READINESS EVALUATION OF PRESCHOOLERS Comprehension* (PII)	2	0	1	2	2	2	0	1	1	0	1	1	2

	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format					Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
ng ge	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
	5	0	3	2	1	1	0	1	1	0	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
	6	4	2	2	0	0	0	1	1	2	1	0	0	0	1	2	0	1	2	2	3	0	0	1	2	F F F F
	5	2	3	3	1	1	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	2	2	F F G P
	6	2	2	1	1	1	0	0	1	1	1	1	2	1	1	2	0	1	1	0	0	0	0	2	2	F F G P
	5	0	2	1	1	1	0	0	1	1	1	0	2	1	1	2	0	1	1	0	1	0	0	2	2	P F F P
	6	0	2	1	1	1	0	0	1	1	1	1	2	1	1	2	0	1	1	0	0	0	0	2	2	F F G P
	5	0	3	2	1	0	0	1	1	1	1	0	2	0	1	2	0	1	1	0	2	0	0	2	2	P F F F
	4	0	3	2	1	0	0	1	1	1	1	0	2	0	1	1	0	1	1	0	2	0	0	2	2	P F F F
	4	1	3	3	1	0	0	1	1	1	1	0	1	0	1	2	0	1	3	0	0	0	0	2	2	P F F P
	4	0	3	2	1	0	0	1	1	0	0	1	2	1	1	2	0	0	1	0	0	0	0	2	2	P F F P
')	5	0	1	1	0	0	0	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	0	0	1	P P G P
)	6	1	3	2	1	1	0	1	1	0	1	1	1	0	1	2	0	1	0	0	2	0	0	1	2	F F F P
)	4	3	2	3	1	1	0	1	1	2	1.	0	0	0	1	2	1	1	2	2	0	0	0	2	2	F F F F
)	7	0	3	3	1	0	0	1	1	0	1	1	2	1	1	2	0	1	1	0	0	0	0	1	2	F F F P
)	7	0	2	3	1	1	0	1	1	2	1	1	2	0	1	2	1	1	0	0	1	0	0	1	1	F F G P
)	4	0	2	2	1	1	0	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	0	1	2	P F G P
)	5	0	2	2	1	1	0	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	0	1	2	P F G P
)	6	0	3	2	2	2	0	1	1	0	1	1	1	0	0	2	0	1	1	0	0	0	0	2	2	F G F P
)	4	0	2	2	0	0	0	0	1	1	1	1	2	0	1	2	0	1	2	0	0	0	0	1	1	P P G P
)	6	4	3	3	1	2	0	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	0	1	1	F G G P
)	7	4	3	3	1	2	0	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	0	1	1	G G G P
)	4	1	3	3	1	1	0	1	1	2	1	0	2	0	1	2	1	1	2	0	2	2	0	2	2	P F G F
')	2	0	1	2	2	2	0	1	1	0	1	1	2	0	1	0	0	1	1	0	0	0	0	1	0	P F F P

EDUCATIONAL OBJECTIVE TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRAT				
			Compre-hension		Format					Administration				
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time	Scoring	Norm Range
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1
PARENT READINESS EVALUATION OF PRESCHOOLERS Identification (PII)	4	0	2	2	2	2	0	1	1	0	1	1	2	0
° *PEABODY PICTURE VOCABULARY TEST Total (AGS)*	7	4	2	3	1	1	0	1	1	0	1	1	2	1
° *PICTORIAL TEST OF INTELLIGENCE Information and Comprehension (HMC)*	5	1	3	3	2	2	0	1	1	0	1	1	2	1
° *PICTORIAL TEST OF INTELLIGENCE Picture Vocabulary (HMC)*	7	1	3	3	2	2	0	1	1	0	1	1	2	1
° *PICTORIAL TEST OF INTELLIGENCE Total (HMC)*	6	1	3	3	2	2	0	1	1	0	1	0	2	1
PRIMARY MENTAL ABILITIES Verbal Meaning (SRA)	6	1	3	3	1	1	0	1	1	1	1	0	2	0
° *QUICK TEST Form 1 (PTS)*	4	1	2	2	1	0	0	1	1	0	1	1	2	1
° *QUICK TEST Form 2 (PTS)*	4	1	2	2	1	0	0	1	1	0	1	1	2	1
° *QUICK TEST Form 3 (PTS)*	4	1	2	2	1	0	0	1	1	0	1	1	2	1
° *QUICK TEST Form 1 + 2 (PTS)*	5	1	2	2	1	0	0	1	1	0	1	0	2	1
° *QUICK TEST Form 1 + 3 (PTS)*	5	1	2	2	1	0	0	1	1	0	1	0	2	1
° *QUICK TEST Form 2 + 3 (PTS)*	5	1	2	2	1	0	0	1	1	0	1	0	2	1
° *QUICK TEST Form 1 + 2 + 3 (PTS)*	5	1	2	2	1	0	0	1	1	0	1	0	2	1
° *SCHOOL READINESS SURVEY Listening Vocabulary (CPP)*	5	0	2	2	1	1	0	1	1	0	1	1	2	0
SCREENING TEST OF ACADEMIC READINESS Picture Description (PII)	4	0	2	2	1	1	0	1	1	2	1	1	1	0
SCREENING TEST OF ACADEMIC READINESS Picture Vocabulary (PII)	6	0	3	3	1	0	0	1	1	2	1	1	1	0
SCREENING TEST OF ACADEMIC READINESS Relationships (PII)	4	0	3	2	0	0	0	1	1	2	1	1	1	0
° *SERIES OF EMERGENCY SCALES Total (PC)*	2	0	2	2	2	2	0	1	1	0	1	1	1	0
° *SLOSSON INTELLIGENCE TEST FOR CHILDREN AND ADULTS Total (SEP)*	6	3	2	3	2	2	0	1	1	0	1	1	1	1
° *SPRIGLE SCHOOL READINESS SCREENING TEST Total (PCRC)*	3	1	3	3	1	1	0	1	1	0	1	0	1	1
STANFORD EARLY SCHOOL ACHIEVEMENT TEST Environment (HBJ)	6	0	2	3	1	1	0	1	1	1	1	1	2	0
STEINBACH TEST OF READING READINESS Language Comprehension (STS)	6	0	2	2	0	0	0	1	1	2	1	1	2	0
TESTS OF BASIC EXPERIENCES-LEVEL K General Concepts (CTB)	6	0	3	2	1	1	0	1	1	2	1	0	2	1

TEST EVALUATIONS

	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format					Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
(PII)	4	0	2	2	2	2	0	1	1	0	1	1	2	0	1	0	0	1	1	0	0	0	0	1	0	PFFP
(AGS)	7	4	2	3	1	1	0	1	1	0	1	1	2	1	1	2	0	1	1	0	0	1	0	3	2	GFFF
(HMC)	5	1	3	3	2	2	0	1	1	0	1	1	2	1	1	2	0	1	1	0	0	0	0	2	1	FGFP
(HMC)	7	1	3	3	2	2	0	1	1	0	1	1	2	1	1	2	0	1	1	0	0	0	0	2	1	FGFP
(HMC)	6	1	3	3	2	2	0	1	1	0	1	0	2	1	1	2	0	1	1	3	3	0	0	2	2	FGFF
(SRA)	6	1	3	3	1	1	0	1	1	1	1	0	2	0	1	2	0	1	2	0	0	0	0	2	2	FFFP
(PTS)	4	1	2	2	1	0	0	1	1	0	1	1	2	1	1	2	0	1	1	0	0	0	0	2	1	PFFP
(PTS)	4	1	2	2	1	0	0	1	1	0	1	1	2	1	1	2	0	1	1	0	0	0	0	2	1	PFFP
(PTS)	4	1	2	2	1	0	0	1	1	0	1	1	2	1	1	2	0	1	1	0	0	0	0	2	1	PFFP
(PTS)	5	1	2	2	1	0	0	1	1	0	1	0	2	1	1	2	0	1	1	0	0	0	0	2	1	FFFP
(PTS)	5	1	2	2	1	0	0	1	1	0	1	0	2	1	1	2	0	1	1	0	0	0	0	2	1	FFFP
(PTS)	5	1	2	2	1	0	0	1	1	0	1	0	2	1	1	2	0	1	1	0	0	0	0	2	1	FFFP
(PTS)	5	1	2	2	1	0	0	1	1	0	1	0	2	1	1	2	0	1	1	0	0	2	0	2	1	FFFP
(CPP)	5	0	2	2	1	1	0	1	1	0	1	1	2	0	1	2	0	1	3	0	0	0	0	1	1	PFGP
(PII)	4	0	2	2	1	1	0	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	0	0	1	PFFP
(PII)	6	0	3	3	1	0	0	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	0	0	1	FFFP
(PII)	4	0	3	2	0	0	0	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	0	0	1	PFFP
(PC)	2	0	2	2	2	2	0	1	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	1	1	PFPP
(SEP)	6	3	2	3	2	2	0	1	1	0	1	1	1	1	1	1	0	1	1	3	0	0	0	0	2	FGFP
(PCRC)	3	1	3	3	1	1	0	1	1	0	1	0	1	1	0	2	0	1	2	0	0	0	0	0	0	PFFP
(HBJ)	6	0	2	3	1	1	0	1	1	1	1	1	2	0	1	2	1	1	1	0	2	0	0	2	2	FFGF
(STS)	6	0	2	2	0	0	0	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	1	1	FFFP
(CTB)	6	0	3	2	1	1	0	1	1	2	1	0	2	1	1	2	1	1	1	0	2	0	0	2	2	PFGF

KINDERGARTEN

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY								
				Comprehension		Format					Administration			Scoring	Interpretation				
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	
Rating Range		0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	
TESTS OF BASIC EXPERIENCES-LEVEL K Language	(CTB)	5	0	3	3	1	1	0	1	1	2	1	0	2	1	1	2	1	
TESTS OF BASIC EXPERIENCES-LEVEL K Mathematics	(CTB)	5	0	3	3	1	1	0	1	1	2	1	0	2	1	1	2	1	
TESTS OF BASIC EXPERIENCES-LEVEL K Social Studies	(CTB)	5	0	3	2	1	1	0	1	1	2	1	0	2	1	1	2	1	
TESTS OF BASIC EXPERIENCES-LEVEL L General Concepts	(CTB)	5	0	3	3	1	1	0	1	1	2	1	0	2	0	1	2	1	
TESTS OF BASIC EXPERIENCES-LEVEL L Language	(CTB)	5	0	3	2	1	1	0	1	1	2	1	0	2	0	1	2	1	
TESTS OF BASIC EXPERIENCES-LEVEL L Social Studies	(CTB)	5	0	2	2	1	1	0	1	1	2	1	0	2	0	1	2	1	
TESTS OF GENERAL ABILITY Information	(SRA)	6	2	2	2	1	1	0	1	1	2	1	1	2	0	1	2	0	
TESTS OF GENERAL ABILITY Total	(SRA)	5	2	2	2	1	1	0	1	1	2	1	0	2	0	1	2	0	
° *TESTS OF GENERAL ABILITY-INTER-AMERICAN SERIES Verbal-Numerical*	(GTA)	6	1	3	3	1	1	0	1	1	0	1	0	2	0	1	1	0	
° *VAN ALSTYNE PICTURE VOCABULARY TEST Total*	(HBJ)	9	4	3	4	1	1	0	1	1	0	1	1	2	1	1	2	0	
VISION, HEARING AND MOTOR COORDINATION Auditory Acuity	(CTB)	5	0	2	2	1	1	0	1	1	2	1	1	2	0	1	2	0	
B. Visual Discrimination and Recognition																			
AMERICAN SCHOOL READING READINESS TEST (REVISED) Total	(BMC)	5	3	2	1	1	1	0	1	1	1	1	1	1	0	1	2	0	
CLYMER-BARRET. PREREADING BATTERY Visual Discrimination	(PPI)	4	0	3	3	1	1	0	1	1	2	1	0	2	0	1	2	0	
DIAGNOSTIC READING TESTS Visual Discrimination	(CDRT)	6	0	1	1	0	0	0	1	1	2	1	1	2	0	1	2	0	
DOMINION TESTS-GROUP TEST OF LEARNING CAPACITY Total	(DER)	5	0	2	2	1	1	0	0	1	2	1	0	1	0	1	2	0	
DOMINION TESTS-GROUP TEST OF READING READINESS Form A	(DER)	5	1	3	2	1	0	0	1	1	1	1	0	0	0	1	2	0	
GATES-MacGINITIE READING TESTS-READINESS SKILLS Letter Recognition	(TCP)	6	0	3	1	0	1	0	1	1	2	1	1	2	0	1	2	1	
GATES-MacGINITIE READING TESTS-READINESS SKILLS Visual Discrimination	(TCP)	6	0	2	2	1	1	0	1	1	2	1	1	2	0	1	2	1	
° *HARRISON-STROUD READING READINESS PROFILES Giving the Names of the Letters*	(HMC)	6	0	3	3	2	2	0	1	1	0	1	1	2	0	1	2	0	
HARRISON-STROUD READING READINESS PROFILES Making Visual Discriminations: Attention Span Controlled	(HMC)	6	0	3	2	1	1	0	1	1	2	1	1	2	0	1	2	0	
HARRISON-STROUD READING READINESS PROFILES Making Visual Discriminations: Attention Span Uncontrolled	(HMC)	6	0	3	3	1	1	0	1	1	2	1	1	2	0	1	2	0	
° *ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Visual Closure*	(UIP)	5	0	2	2	0	1	0	1	1	0	1	1	2	1	0	2	0	

ENT Y	EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
	Comprehension		Format					Administration			Scoring	Interpretation						Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?							Good-Fair-Poor
0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	
0	3	3	1	1	0	1	1	2	1	0	2	1	1	2	1	1	1	0	2	0	0	2	2	PFGF
0	3	3	1	1	0	1	1	2	1	0	2	1	1	2	1	1	1	0	2	0	0	2	2	PFGF
0	3	2	1	1	0	1	1	2	1	0	2	1	1	2	1	1	1	0	2	0	0	2	2	PFGF
0	3	3	1	1	0	1	1	2	1	0	2	0	1	2	1	1	1	0	1	0	0	2	2	PFGP
0	3	2	1	1	0	1	1	2	1	0	2	0	1	2	1	1	1	0	1	0	0	2	2	PFGP
0	2	2	1	1	0	1	1	2	1	0	2	0	1	2	1	1	1	0	2	0	0	2	2	PFGF
2	2	2	1	1	0	1	1	2	1	1	2	0	1	2	0	1	2	0	1	0	0	2	1	FFGP
2	2	2	1	1	0	1	1	2	1	0	2	0	1	2	0	1	2	0	2	0	0	2	2	FFGF
1	3	3	1	1	0	1	1	0	1	0	2	0	1	1	0	1	0	1	0	0	0	2	2	FFFP
4	3	4	1	1	0	1	1	0	1	1	2	1	1	2	0	1	1	0	1	0	0	2	2	GGFP
0	2	2	1	1	0	1	1	2	1	1	2	0	1	2	0	1	3	0	0	0	0	0	0	PFGP
3	2	1	1	1	0	1	1	1	1	1	1	0	1	2	0	1	1	0	3	0	0	1	2	FFFF
0	3	3	1	1	0	1	1	2	1	0	2	0	1	2	0	1	2	0	3	0	0	2	1	PFGF
0	1	1	0	0	0	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	0	0	1	FPGP
0	2	2	1	1	0	0	1	2	1	0	1	0	1	2	0	1	0	0	0	0	0	1	2	PFFP
1	3	2	1	0	0	1	1	1	1	0	0	0	1	2	0	1	0	0	3	2	0	2	1	FFFF
0	3	1	0	1	0	1	1	2	1	1	2	0	1	2	1	1	0	0	2	0	0	1	1	FFGP
0	2	2	1	1	0	1	1	2	1	1	2	0	1	2	1	1	0	0	2	0	0	1	1	FFGP
0	3	3	2	2	0	1	1	0	1	1	2	0	1	2	0	1	2	0	0	0	0	1	2	FGFP
0	3	2	1	1	0	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	0	1	2	FFGP
0	3	3	1	1	0	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	0	1	2	FFGP
0	2	2	0	1	0	1	1	0	1	1	2	1	0	2	0	1	1	0	0	0	0	2	2	PFFP

EDUCATIONAL OBJECTIVE TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USA						
			Comprehension		Format					Administration			Scoring			
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	
LEE-CLARK READING READINESS TEST Letter Symbols (CTB)	5	0	2	2	0	1	0	0	1	1	1	1	2	0	1	
LEE-CLARK READING READINESS TEST Word Symbols (CTB)	6	0	2	1	1	1	0	0	1	1	1	1	2	0	1	
° *LEITER INTERNATIONAL PERFORMANCE SCALE (ARTHUR ADAPTATION) Total (SC)*	6	0	3	3	2	2	0	1	1	0	0	0	2	0	1	
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Constancy of Shape (CPS)	4	0	2	2	1	1	0	1	1	1	0	1	1	1	0	
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Figure-Ground (CPS)	5	0	3	3	2	2	0	1	1	1	0	1	1	1	0	
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Position in Space (CPS)	4	0	3	2	2	2	0	1	1	1	0	1	2	1	0	
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Total (CPS)	4	0	2	2	1	0	0	1	1	1	0	0	1	1	0	
METROPOLITAN READINESS TESTS Alphabet (HBJ)	6	4	3	3	2	1	0	1	1	2	1	1	2	0	1	
METROPOLITAN READINESS TESTS Matching (HBJ)	6	4	3	3	2	2	0	1	1	2	1	1	2	0	1	
MURPHY-DURRELL READING READINESS ANALYSIS Letter Names Test (HBJ)	6	0	3	3	2	2	0	1	1	2	1	1	2	0	1	
MURPHY-DURRELL READING READINESS ANALYSIS Total (HBJ)	4	0	3	3	2	2	0	1	1	2	1	0	2	0	1	
° *PEABODY INDIVIDUAL ACHIEVEMENT TEST Reading Recognition (AGS)*	6	1	3	3	2	1	0	1	1	0	1	1	2	1	1	
° *PEABODY INDIVIDUAL ACHIEVEMENT TEST Spelling (AGS)*	6	1	2	3	2	1	0	1	1	0	1	1	2	1	1	
° *PEABODY INDIVIDUAL ACHIEVEMENT TEST Total (AGS)*	5	1	2	3	2	2	0	1	1	0	1	0	2	1	1	
° *PICTORIAL TEST OF INTELLIGENCE Form Discrimination (HMC)*	7	1	3	3	2	2	0	1	1	0	1	1	2	1	1	
PINTNER-CUNNINGHAM PRIMARY TEST Form A (HBJ)	6	0	2	3	1	1	0	1	1	2	1	0	2	0	1	
° *PRESCHOOL ACADEMIC SKILLS TEST Color Naming (PPS)*	4	3	3	3	2	1	0	1	1	0	1	1	2	0	0	
° *PRESCHOOL ACADEMIC SKILLS TEST Visual Matching (PPS)*	6	3	2	2	2	1	0	1	1	0	1	1	2	0	0	
° *PRESCHOOL INVENTORY Concept Activation-Sensory (ETS)*	4	0	2	2	1	1	0	1	1	0	1	1	0	1	0	
PRIMARY MENTAL ABILITIES Perceptual Speed (SRA)	6	1	3	3	2	1	0	1	1	1	1	0	2	0	1	
READING READINESS TEST Total (SVC)	6	1	3	3	1	1	0	1	1	2	1	0	2	0	1	
° *SCHOOL READINESS SURVEY Color Naming (CPP)*	5	0	3	3	1	1	0	1	1	0	1	1	2	0	1	
° *SCHOOL READINESS SURVEY Discrimination of Form (CPP)*	5	0	3	2	0	1	0	1	1	0	1	1	2	0	1	

EST EVALUATIONS

	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format					Administration				Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
CTB)	5	0	2	2	0	1	0	0	1	1	1	1	2	0	1	2	0	1	2	0	2	0	0	1	1	PFGP
CTB)	6	0	2	1	1	1	0	0	1	1	1	1	2	0	1	2	0	1	2	0	2	0	0	1	1	FFGP
ION) SC)	6	0	3	3	2	2	0	1	1	0	0	0	2	0	1	1	0	0	0	0	0	0	0	1	1	FGPP
ION CPS)	4	0	2	2	1	1	0	1	1	1	0	1	1	1	0	2	0	0	0	0	0	0	0	1	1	PFFP
ION CPS)	5	0	3	3	2	2	0	1	1	1	0	1	1	1	0	2	0	0	0	0	0	0	0	1	1	PGFP
ION CPS)	4	0	3	2	2	2	0	1	1	1	0	1	2	1	0	2	0	0	0	0	0	0	0	1	1	PGFF
ION CPS)	4	0	2	2	1	0	0	1	1	1	0	0	1	1	0	2	0	0	0	0	0	0	0	2	1	PFPP
HBJ)	6	4	3	3	2	1	0	1	1	2	1	1	2	0	1	2	0	1	2	0	2	2	0	1	1	FGGF
HBJ)	6	4	3	3	2	2	0	1	1	2	1	1	2	0	1	2	0	1	2	0	2	1	0	1	1	FGGP
HBJ)	6	0	3	3	2	2	0	1	1	2	1	1	2	0	1	2	0	1	3	0	0	0	0	2	2	FGGP
HBJ)	4	0	3	3	2	2	0	1	1	2	1	0	2	0	1	2	0	1	3	0	0	0	0	1	2	PGGP
AGS)	6	1	3	3	2	1	0	1	1	0	1	1	2	1	1	2	1	1	1	2	0	0	0	2	2	FGGF
AGS)	6	1	2	3	2	1	0	1	1	0	1	1	2	1	1	2	1	1	1	0	0	0	0	1	2	FFGP
AGS)	5	1	2	3	2	2	0	1	1	0	1	0	2	1	1	2	1	1	1	2	0	0	0	2	2	FGFF
HMC)	7	1	3	3	2	2	0	1	1	0	1	1	2	1	1	2	0	1	1	0	0	0	0	2	1	FGFP
HBJ)	6	0	2	3	1	1	0	1	1	2	1	[illegible]	2	0	1	2	0	1	1	0	0	0	0	1	2	FFFP
PPS)	4	3	3	3	2	1	0	1	1	0	1	1	2	0	0	2	0	1	1	0	2	0	0	0	0	FGFP
PPS)	6	3	2	2	2	1	0	1	1	0	1	1	2	0	0	2	0	1	1	0	2	0	0	0	0	FFFP
ETS)	4	0	2	2	1	1	0	1	1	0	1	1	0	1	0	0	0	1	0	0	0	0	0	0	0	PFPP
CRA)	6	1	3	3	2	1	0	1	1	1	1	0	2	0	1	2	0	1	2	0	0	0	0	2	2	FGFP
SVC)	6	1	3	3	1	1	0	1	1	2	1	0	2	0	1	2	0	1	2	0	3	0	0	2	2	FFGF
CPP)	5	0	3	3	1	1	0	1	1	0	1	1	2	0	1	2	0	1	3	0	0	0	0	1	1	PFGP
CPP)	5	0	3	2	0	1	0	1	1	0	1	1	2	0	1	2	0	1	3	0	0	0	0	1	1	PFGP

EDUCATIONAL OBJECTIVE TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY							
			Comprehension		Format					Administration			Scoring	Interpret			
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	
° *SCHOOL READINESS SURVEY Symbol Matching* (CPP)	4	0	2	2	0	1	0	1	1	0	1	1	2	0	1	2	
° *SCHOOL READINESS SURVEY Total Survey* (CPP)	4	1	3	2	1	1	0	1	1	0	1	0	2	0	1	2	
SCREENING TEST FOR THE ASSIGNMENT OF REMEDIAL TREATMENTS Visual Discrimination (PII)	6	1	2	2	1	1	0	1	1	2	1	1	1	0	1	2	
SCREENING TEST OF ACADEMIC READINESS Letters (PII)	4	0	2	2	1	0	0	1	1	2	1	1	1	0	1	2	
° *SOUTHERN CALIFORNIA FIGURE-GROUND VISUAL PERCEPTION TEST Total* (WPS)	5	2	3	3	2	1	0	1	1	0	1	1	1	1	1	2	
° *STANDARD READING TESTS Visual Discrimination and Orientation Test* (CW)	6	0	2	2	1	1	0	1	1	0	1	1	2	0	0	0	
° *STANFORD-BINET INTELLIGENCE SCALE Total* (HMC)	2	0	3	3	1	1	0	1	1	0	0	0	0	1	1	2	
STEINBACH TEST OF READING READINESS Letter Identification (STS)	5	0	3	2	1	1	0	1	1	2	1	1	2	0	1	2	
° *VALETT DEVELOPMENTAL SURVEY OF BASIC LEARNING ABILITIES Visual Discrimination* (CPP)	6	0	3	3	1	1	0	1	1	0	1	0	0	1	0	0	
VISION, HEARING AND MOTOR COORDINATION Visual Acuity (CTB)	4	0	2	2	0	1	0	1	1	2	1	1	2	0	1	2	
WATSON READING-READINESS TEST Total (BSC)	6	1	1	0	1	1	0	1	1	2	1	0	0	0	1	1	
° *WECHSLER INTELLIGENCE SCALE FOR CHILDREN Picture Completion* (PC)	4	1	3	3	1	1	0	1	1	0	0	1	1	0	1	2	
° *WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Picture Completion* (PC)	4	2	3	3	1	2	0	1	1	0	0	1	1	1	1	2	
° *WIDE RANGE ACHIEVEMENT TEST Reading* (GA)	5	3	1	2	0	1	0	1	1	0	1	1	2	0	1	2	
C. Auditory Discrimination and Recognition																	
° *AUDITORY DISCRIMINATION TEST Total X* (LRA)	7	2	3	3	2	2	0	1	1	0	1	1	2	0	0	1	
CLYMER-BARRETT PREREADING BATTERY Auditory Discrimination (PPI)	4	0	3	2	1	2	0	1	1	2	1	0	2	0	1	2	
DIAGNOSTIC READING TESTS Auditory Discrimination (CDRT)	5	0	1	1	0	0	0	1	1	2	1	1	2	0	1	2	
GATES-MacGINITIE READING TESTS-READINESS SKILLS Auditory Blending (TCP)	5	0	2	2	1	1	0	1	1	2	1	1	2	0	1	2	
GATES-MacGINITIE READING TESTS-READINESS SKILLS Auditory Discrimination (TCP)	6	0	3	3	1	1	0	1	1	2	1	1	2	0	1	2	
° *GOLDMAN-FRISTOE-WOODCOCK TEST OF AUDITORY DISCRIMINATION Noise Subtest* (AGS)	6	2	3	3	2	2	1	1	1	0	1	1	2	1	1	2	
° *GOLDMAN-FRISTOE-WOODCOCK TEST OF AUDITORY DI[illegible]MINATION Quiet Subtest* (AGS)	6	2	3	3	2	2	1	1	1	0	1	1	2	1	1	2	
HARRISON-STROUD READING READINESS PROFILES Making Auditory Discriminations (HMC)	6	0	2	2	1	1	0	1	1	2	1	1	2	0	1	2	

EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
Comprehension		Format					Administration			Scoring	Interpretation						Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Test Administration	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?							
0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
2	2	0	1	0	1	1	0	1	1	2	0	1	2	0	1	3	0	0	0	0	1	1	PFGP
3	2	1	1	0	1	1	0	1	0	2	0	1	2	0	1	2	1	0	0	0	1	1	PFFP
2	2	1	1	0	1	1	2	1	1	1	0	1	2	0	1	1	2	1	0	0	1	1	FFFP
2	2	1	0	0	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	0	0	1	PFFP
3	3	2	1	0	1	1	0	1	1	1	1	1	2	0	1	1	0	0	0	0	2	1	FGFP
2	2	1	1	0	1	1	0	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	FFPP
3	3	1	1	0	1	1	0	0	0	0	1	1	2	0	0	1	0	0	0	0	2	2	PFPP
3	2	1	1	0	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	2	1	PFFP
3	3	1	1	0	1	1	0	1	0	0	1	0	0	0	1	1	0	0	0	0	0	0	FFPP
2	2	0	1	0	1	1	2	1	1	2	0	1	2	0	1	3	0	0	0	0	0	0	PFGP
1	0	1	1	0	1	1	2	1	0	0	0	1	1	0	1	3	0	0	0	0	0	1	FPFP
3	3	1	1	0	1	1	0	0	1	1	0	1	2	0	0	1	0	0	0	0	3	1	PFFP
3	3	1	2	0	1	1	0	0	1	1	1	1	2	0	1	1	3	2	0	0	2	1	FGFF
1	2	0	1	0	1	1	0	1	1	2	0	1	2	0	1	2	0	3	0	0	2	2	FFFF
3	3	2	2	0	1	1	0	1	1	2	0	0	1	0	1	1	3	0	0	0	0	0	FGFP
3	2	1	2	0	1	1	2	1	0	2	0	1	2	0	1	2	0	2	0	0	2	1	PFGP
1	1	0	0	0	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	0	0	1	PPGP
2	2	1	1	0	1	1	2	1	1	2	0	1	2	1	1	0	0	0	0	0	1	1	PFGP
3	3	1	1	0	1	1	2	1	1	2	0	1	2	1	1	0	0	1	0	0	1	1	FFGP
3	3	2	2	1	1	1	0	1	1	2	1	1	2	0	1	1	0	0	0	1	2	2	FGFP
3	3	2	2	1	1	1	0	1	1	2	1	1	2	0	1	1	0	2	0	1	2	2	FGFF
2	2	1	1	0	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	0	1	2	FFGP

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY							
			Comprehension		Format					Administration				Interpretation			
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1
HARRISON-STROUD READING READINESS PROFILES *Using Context and Auditory Clues* (HMC)	6	0	3	3	1	1	0	1	1	2	1	1	2	0	1	2	0
▫ *ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES* *Auditory Closure* (UIP)	4	0	2	2	2	2	0	1	1	0	1	1	2	0	0	2	0
▫ *ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES* *Sound Blending* (UIP)	5	0	2	2	1	1	0	1	1	0	1	1	1	1	0	2	0
▫ *PRESCHOOL ACADEMIC SKILLS TEST* *Auditory Matching* (PPS)	4	3	3	3	1	1	0	1	1	0	1	1	2	0	0	2	0
▫ *READING APTITUDE TESTS* *Auditory* (HMC)	6	1	1	0	1	1	0	1	0	0	1	1	2	0	1	2	0
▫ *STANDARD READING TESTS* *Aural Discrimination Test* (CW)	4	0	2	2	1	1	0	1	1	0	1	1	2	0	0	0	0
STEINBACH TEST OF READING READINESS *Auditory Discrimination* (STS)	5	0	2	2	1	0	0	1	1	2	1	1	2	0	1	2	0
▫ *TEST OF LISTENING ACCURACY IN CHILDREN* *Total* (BYUP)	4	0	1	1	1	1	0	1	1	0	1	0	2	0	0	0	0
D. Kinesthetic and Tactile Perception																	
▫ *SOUTHERN CALIFORNIA KINESTHESIA & TACTILE PERCEPTION TESTS* *Double Tactile Stimuli Perception* (WPS)	6	1	3	3	2	2	0	1	1	0	0	1	1	1	1	2	0
▫ *SOUTHERN CALIFORNIA KINESTHESIA & TACTILE PERCEPTION TESTS* *Finger Identification* (WPS)	6	1	3	3	2	2	0	1	1	0	0	1	1	1	1	2	0
▫ *SOUTHERN CALIFORNIA KINESTHESIA & TACTILE PERCEPTION TESTS* *Graphesthesia* (WPS)	6	1	3	3	2	2	0	1	1	0	0	1	0	1	1	2	0
▫ *SOUTHERN CALIFORNIA KINESTHESIA & TACTILE PERCEPTION TESTS* *Kinesthesia* (WPS)	7	1	3	3	2	2	0	1	1	0	0	1	1	1	1	2	0
▫ *SOUTHERN CALIFORNIA KINESTHESIA & TACTILE PERCEPTION TESTS* *Localization of Tactile Stimuli* (WPS)	6	1	3	3	2	2	0	1	1	0	0	1	1	1	1	2	0
▫ *SOUTHERN CALIFORNIA KINESTHESIA & TACTILE PERCEPTION TESTS* *Manual Form Perception* (WPS)	8	1	3	3	2	2	0	1	1	0	0	1	1	1	1	2	0
▫ *VALETT DEVELOPMENTAL SURVEY OF BASIC LEARNING ABILITIES* *Tactile Discrimination* (CPP)	7	0	3	3	1	1	0	1	1	0	1	0	0	1	0	0	0
17. READING AND WRITING																	
A. Recognition of Word Meanings																	
GATES-MacGINITIE READING TESTS-READINESS SKILLS *Word Recognition* (TCP)	5	0	1	1	1	1	0	1	1	2	1	1	2	0	1	2	1
▫ *STANDARD READING TESTS* *Diagnostic Word-Recognition Test* (CW)	6	0	2	2	1	1	0	1	1	0	1	1	2	0	0	0	0
▫ *STANDARD READING TESTS* *Standard Test of Reading Skill* (CW)	6	0	2	2	1	1	0	1	1	0	1	1	2	0	0	2	0
B. Understanding Ideational Complexes																	
▫ *PEABODY INDIVIDUAL ACHIEVEMENT TEST* *Reading Comprehension* (AGS)	8	0	0	1	2	2	0	1	1	0	1	1	2	0	0	0	1

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EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
	Format					Administration			Scoring	Interpretation												
Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
3	1	1	0	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	0	1	2	FFGP
2	2	2	0	1	1	0	1	1	2	0	0	2	0	1	1	0	0	0	0	2	2	PFFP
2	1	1	0	1	1	0	1	1	1	1	0	2	0	1	1	0	0	0	0	2	2	PFFP
3	1	1	0	1	1	0	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	FFFP
0	1	1	0	1	0	0	1	1	2	0	1	2	0	1	1	0	0	0	0	2	2	FPFP
2	1	1	0	1	1	0	1	1	2	0	0	0	0	1	1	0	0	0	0	0	0	PFFP
2	1	0	0	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	1	1	PFFP
1	1	1	0	1	1	0	1	0	2	0	0	0	0	1	1	0	0	0	0	0	0	PFPP
3	2	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	1	2	FGFP
3	2	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	1	2	FGFP
3	2	2	0	1	1	0	0	1	0	1	1	2	0	0	1	0	0	0	0	1	2	FGFP
3	2	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	2	2	FGFP
3	2	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	2	2	FGFP
3	2	2	0	1	1	0	0	1	1	1	1	2	0	0	1	0	0	0	0	1	2	FGFP
3	1	1	0	1	1	0	1	0	0	1	0	0	0	1	1	0	0	0	0	0	0	FFPP
1	1	1	0	1	1	2	1	1	2	0	1	2	1	1	0	0	0	0	0	1	1	PFGP
2	1	1	0	1	1	0	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	FFPP
2	1	1	0	1	1	0	1	1	2	0	0	2	0	1	1	0	0	0	0	0	1	FFFP
1	2	2	0	1	1	0	1	1	2	0	0	0	1	1	0	0	0	0	0	0	0	FFFP

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY							
			Comprehension		Format					Administration			Scoring	Interpretation			
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Test Administration	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1
C. Oral Reading																	
D. Writing																	
E. Familiarity With Standard Children's Literature																	
18. RELIGION																	
A. Religious Belief and Practice																	
19. SAFETY																	
A. Understanding Safety Principles																	
B. Practicing Safety Principles																	
20. SCIENCE																	
A. Observation and Exploration																	
TESTS OF BASIC EXPERIENCES-LEVEL L *Science* (CTB)	7	0	2	2	1	1	0	1	1	2	1	0	2	0	1	2	1
B. Knowledge of Scientific Facts																	
C. Appreciation of the Scientific Approach																	
D. Development and Application of Scientific Attitude																	
21. SOCIAL STUDIES																	
A. Community Health and Safety																	
[4] *DETROIT TESTS OF LEARNING APTITUDE* *Social Adjustment B* (BMC)	4	0								0	0	1	1	1	1	2	0
B. Cultural-Economic Geography																	
C. Democratic Practices																	
D. Physical Geography																	
[5] *PEABODY INDIVIDUAL ACHIEVEMENT TEST* *General Information* (AGS)	6	1	2	3	2	2	0	1	1	0	1	1	2	1	1	2	1
TESTS OF BASIC EXPERIENCES-LEVEL K *Science* (CTB)	6	0	3	3	1	1	0	1	1	2	1	0	2	1	1	2	1
E. History																	

T	EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
	Comprehension		Format					Administration			Scoring	Interpretation												
Concurrent	Content	Instructions	Visual Organization	Quality of print/ Illustrations	Auditory Presentation	Time and Pacing	Recording Responses	Administration Test	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability of Administrative Conditions	Range of Coverage	Gradation of Scores	
	0-4	0-4	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0	0-2	Good - Fair - Poor
0	2	2	1	1	0	1	1	2	1	0	2	0	1	2	1	1	1	0	1	0	0	2	2	FFGP
0								0	0	1	1	1	1	2	0	0	1	0	0	0	0	2	2	P-FP
1	2	3	2	2	0	1	1	0	1	1	2	1	1	2	1	1	1	1	0	0	0	1	2	FGGP
0	3	3	1	1	0	1	1	2	1	0	2	1	1	2	1	1	1	0	2	0	0	2	2	FFGF

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